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ABSTRACT

This document addresses five main goals of the California Community Colleges, with projections into the academic year 2005-2006. Goal One (Transfer Rates) projects an increase of students transferring from California community colleges to University of California and California State Universities from 69,574 to 92,500. There is also an estimated increase from 106,951 to 135,935 for the number of students who are transfer-prepared. Goal Two (Degrees and Certificates Awarded) shows an increase from 80,799 awards to 110,500 awards. The estimation is broken down between associate degrees and certificates. Goal Three (Successful Course Completion) predicts an increase from 68.1% overall course completion to 70.6%, among transferable courses, vocational courses, and basic skills courses. Goal Four (Workforce Development) estimates a rise from 16,810 to 22,788 for the number of successfully completed apprenticeship courses, along with other increases in successfully completed advanced-level vocational courses; successfully completed introductory vocational courses; number of California businesses that will benefit from training through contract education; number of employees benefiting from contract education; and number of individuals receiving fee-based job training. Goal Five (Basic Skills Improvement) projects an increase from 108,566 to 150,754 for the number of students completing coursework at least one level above their prior basic skills enrollment. Information on legislation and funding, along with some specification is provided in the appendices. (CJW)

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ED 450 846

System Performance on Partnership for Excellence Goals

June 2000

T. J. Nussbaum

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District and College Baseline Data for 1996-97, 1997-98, and 1998-99

Chancellor's Office
California Community Colleges

System Performance on Partnership for Excellence Goals

District and College Baseline Data for
1996-97, 1997-98, and 1998-99

June 2000

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Preface

This is the second in a series of reports that present district- and college-level Management Information System (MIS) baseline information for two fiscal year periods 1997-98 and 1998-99 specific to the systemwide *Partnership for Excellence* performance goals. The first report, entitled *The PFE FACT Book*, published in May 1999, presented the same information for the periods covering 1995-96, 1996-97, and 1997-98. This report replicates the data for 1997-98 and adds the most recent data available, 1998-99, to facilitate analysis of recent year-to-year changes. It also updates the performance for those districts that corrected or re-submitted MIS data for 1997-98. No college-specific information was available for the Goal 4 subgoals related to economic development (i.e., businesses and employees benefiting and individuals receiving fee based job training).

The primary purpose of this report is to feed back data contained in the MIS on district and college performance related to the five *Partnership* goals. District staff are advised to carefully examine the data using definitions in Appendix E to determine that it correctly reflects the activities and performance in their college(s). If significant discrepancies are discovered, do not hesitate to contact Debbie Toner from the Chancellor's MIS Unit to determine if resubmission of data is necessary.

This report will also serve as a partial response to *Education Code* Section 84754 which requires the Chancellor's Office to ". . . report to the Legislature, the Governor, CPEC, and other interested parties by April 15 of each year. The annual reports shall include data for each district and college with respect to levels of achievement and relative progress towards the goals . . .". District performance starting with the Fall 1998 term will be subject to a review by April 2001, which could trigger a contingency funding mechanism that ". . . shall link allocation of *Partnership for Excellence* funds to individual districts to the achievement of and progress toward *Partnership for Excellence* goals by those individual districts." (*Education Code* Section 84754(d)(1))

The appendices of this report provide additional background information on *Partnership for Excellence* and the methodology and rationale used to project goals through the Year 2005. This rationale is an end product of extensive deliberations and negotiations through the prolonged developmental process of the proposal which included the Consultation Council, the Accountability Umbrella Advisory Committee, the Board of Governors of the California Community Colleges, the Governor's Office and the Department of Finance, the Legislature and the Office of the Legislative Analyst, and the California Postsecondary Education Commission.

Leonard Shymoniak was the report's principal author, and ZoAnn Laurente assisted him. Tom Nobert of the Management Information Systems Unit handled much of the data processing work needed to produce the statistics reported here. Jeannine Clemons of the Documents and Publications Unit did the report's layout and formatting.

Any comments or questions about the contents of this report may be directed to Willard Hom, 916-327-5887 or E-mail at whom@cccco.edu or for MIS resubmissions, Debbie Toner, 916-327-5903 or E-mail at dtoner@cccco.edu.

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Research and Analysis Unit
June 2000

Statewide Progress Report on Partnership Goals

This section provides, in graphic form, a summary of the progress that has been achieved to date in each of the *Partnership* goal areas. The statewide summary of progress is included here. Displays for each district may be found in an accompanying document entitled, "District Performance on Partnership for Excellence Goals." Each display reflects the systemwide status in 1997-98 and 1998-99 as well as the relationship of that status to the 2005-06 goal. A statement outlining each of the goals accompanies each graphic display. The displays are based on data contained in this report and are provided in this format so that the current status on each of the goals can be easily viewed. This format was suggested jointly by agencies having oversight authority on the *Partnership* including the Legislative Analyst's Office, the Department of Finance, and the California Postsecondary Education Commission.

From 1997-98 to 1998-99, systemwide progress toward the 2005-06 *Partnership* goals was achieved in all but one goal area and one sub-goal area. During that period, decreases occurred in Goal 1, the number of community college students who transferred to the University of California (from 10,210 to 10,161) and to the California State University (from 45,546 to 44,989). The number of students prepared for transfer, however, rose slightly. In that same period, the Basic Skills successful course completion rate, as a sub-goal of Goal 3, decreased from 59.0 percent to 58.7 percent, while the overall successful course completion rate increased from 68.1 percent to 68.4 percent.

SUMMARY OF STATEWIDE DATA

GOAL 1 - TRANSFER:

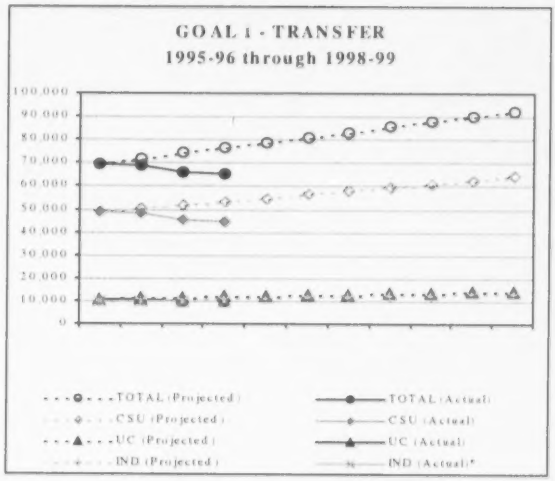
By 2005-06, an increase from 69,574 to 92,500 in the number of students who transfer from community colleges to baccalaureate institutions. Specifically:

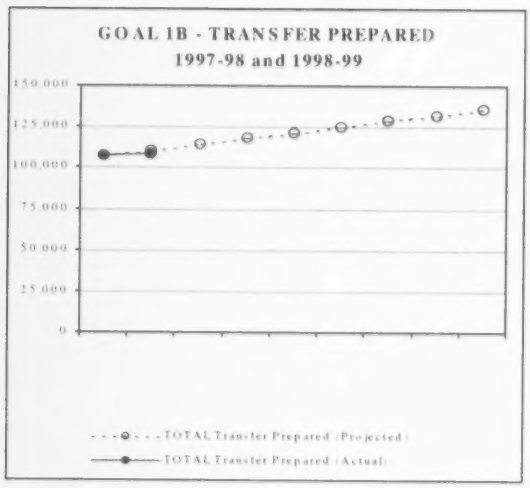
UC sub-goal: an increase from 10,886 to 14,500

CSU sub-goal: an increase from 48,688 to 64,200

Independents sub-goal: an increase from 10,000 to 13,800

Note: Transfer data reported to CPEC include students whose majority of transferable units were acquired at a California community college.





GOAL 1B - TRANSFER PREPARED:

An increase in the number of students who are Transfer Prepared from 106,951 in 1997-98 to 135,935 in 2005-06 (BOG adopted, December 1999).

Transfer Prepared is defined as the number of students systemwide who earned, within a six-year period, 56 transferable units with a minimum G.P.A. of 2.00.

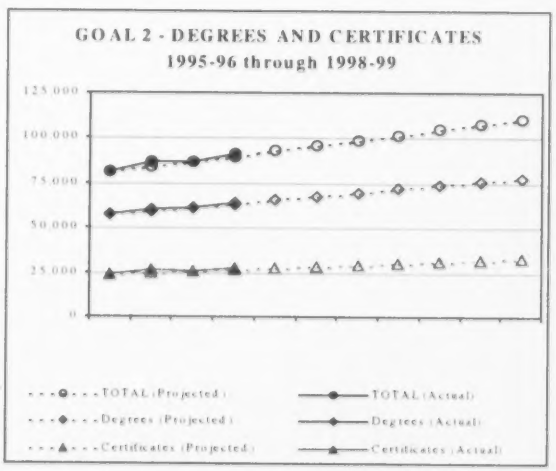
The goal period for this measure covers eight years (rather than ten years for all other Partnership goals) and results in a projected increase of 27.1 percent.

GOAL 2 - DEGREES AND CERTIFICATES:

By 2005-06, achieve an increase from 80,799 to 110,500 in the number of degrees and certificates awarded.

AA/AS Degrees sub-goal: an increase from 57,076 to 78,000.

Certificates sub-goal: an increase from 23,723 to 32,500.



SUMMARY OF STATEWIDE DATA

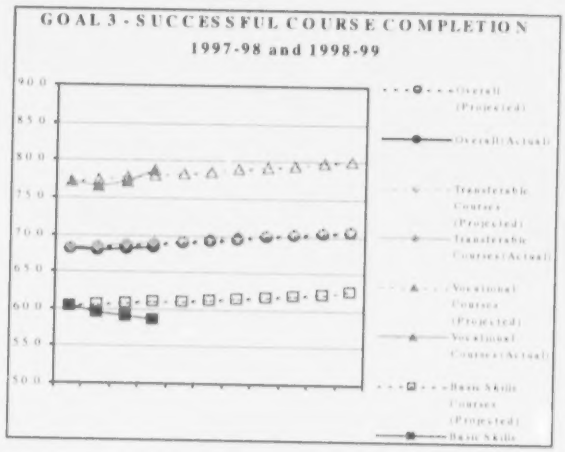
GOAL 3 - SUCCESSFUL COURSE COMPLETION:

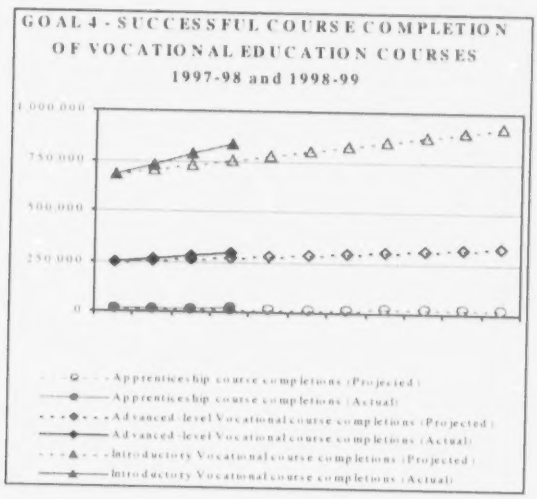
By 2005-06, achieve an increase from 68.1% to 70.6% in the overall rate of successful course completions.

Sub-goal for Transferable Courses: an increase from 68.3% to 70.8%.

Sub-goal for Vocational Courses: an increase from 77.2% to 80.0%.

Sub-goal for Basic Skills Courses: an increase from 60.3% to 62.5%.





GOAL 4 - WORKFORCE DEVELOPMENT:

By 2005-06, achieve increases in successful course completion in the following areas:

"A" - Apprenticeship Courses:
from 16,810 to 22,788.

"B" - Advanced-level Vocational Courses:
from 242,436 to 329,041.

"C" - Introductory Vocational Courses:
from 684,385 to 927,887.

Note: There are additional sub-goals to increase the number of California businesses and employees benefiting from training through contract education, and in the number of individuals receiving fee-based job training. Data for these sub-goals is not yet available.

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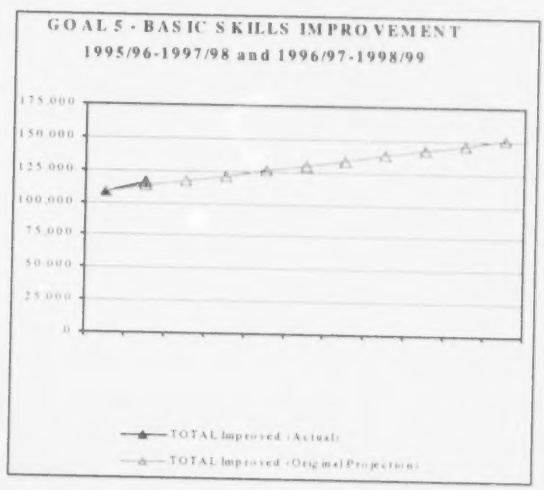

Goal One

Transfer

1995-96, 1996-97, 1997-98, and 1998-99

Transfer Goal Statement
(Base Year 1995-96 to 2005-06)

An increase from 69,574 to 92,500 in the number of students who transfer from community colleges to baccalaureate institutions and an increase from 106,951 to 135,935 in the number of students who are "transfer prepared" annually. This performance goal may also be expressed in the form of segmental subgoals: an increase from 10,886 to 14,500 in the number of transfers to UC, an increase from 48,688 to 64,200 in the number of transfers to CSU, and an increase from 10,000 to 13,800 in the number of transfers to independent and out-of-state colleges. Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.

Number of Full-Year Transfer Students from California Community Colleges to the University of California and the California State University

Full Year 1995-96, 1996-97, 1997-98, and 1998-99

District/College	Number of Transfers to							
	University of California				California State University			
	Full-Year				Full-Year			
	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99
Allan Hancock Joint								
Allan Hancock	53	51	58	71	282	284	268	245
Antelope Valley								
Antelope Valley	49	63	52	64	250	237	255	290
Barstow								
Barstow	6	10	6	9	16	26	28	33
Butte-Glenn								
Butte	22	27	26	23	608	673	638	604
Cabrillo								
Cabrillo	268	263	286	241	455	386	323	262
Cerritos								
Cerritos	112	113	93	73	667	724	639	592
Chabot-Las Positas								
District Total	166	151	178	167	985	951	873	799
Chabot	135	117	131	111	831	747	709	623
Las Positas	31	34	47	56	154	204	164	176
Chaffey								
Chaffey	85	61	64	74	557	526	593	551
Citrus								
Citrus	64	50	43	32	439	441	404	426
Coast								
District Total	561	527	476	433	1,833	1,919	1,679	1,774
Coastline Community	11	11	12	5	86	76	88	77
Golden West	119	104	81	77	618	690	560	593
Orange Coast	431	412	383	351	1,129	1,153	1,031	1,104
Compton								
Compton	4	4	1	1	107	127	144	85
Contra Costa								
District Total	511	538	519	541	1,650	1,538	1,396	1,375
Contra Costa	48	63	53	49	193	240	202	188
Diablo Valley	436	453	435	470	1,296	1,106	1,027	1,033
Los Medanos	27	22	31	22	161	192	167	154
Desert								
College of the Desert	64	68	58	52	230	242	267	253
El Camino								
El Camino	261	244	224	210	940	980	845	797
Feather River								
Feather River	2	3	7	9	35	30	46	28
Foothill-DeAnza								
District Total	588	557	575	582	1,585	1,687	1,507	1,521
DeAnza	402	379	394	396	1,179	1,263	1,122	1,167
Foothill	186	178	181	186	406	424	385	354
Fremont-Newark								
Ohlone	66	96	86	85	484	464	472	476

Number of Full-Year Transfer Students from California Community Colleges to the University of California and the California State University *(Continued)*

District/College	Number of Transfers to							
	University of California				California State University			
	Full-Year				Full-Year			
	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99
Gavilan Joint								
Gavilan	24	17	15	29	194	192	185	175
Glendale								
Glendale	181	192	160	167	569	644	512	482
Grossmont-Cuyamaca								
District Total	147	123	124	120	1,039	1,037	1,016	863
Cuyamaca	14	17	16	16	169	170	167	142
Grossmont	133	106	108	104	870	867	849	721
Hartnell								
Hartnell	45	44	51	36	314	324	294	271
Imperial								
Imperial	18	20	14	12	215	273	277	246
Kern								
District Total	72	73	69	65	909	934	894	862
Bakersfield	49	40	37	37	708	734	700	663
Cerro Coso Community	10	15	13	16	89	68	49	77
Porterville	13	18	19	12	112	132	145	122
Lake Tahoe								
Lake Tahoe	7	13	19	13	24	40	46	46
Lassen								
Lassen	3	3	0	3	40	50	62	53
Long Beach								
Long Beach	102	101	89	69	728	768	641	596
Los Angeles Ed. Svcs. Ctr.								
District Total	666	624	595	584	3,620	3,400	3,386	3,112
Los Angeles City	86	81	73	58	417	423	481	369
East Los Angeles	91	79	104	97	523	521	638	552
Los Angeles Harbor	40	39	32	34	336	342	288	274
Los Angeles Mission	12	17	9	15	169	140	130	108
Los Angeles Southwest	4	9	4	10	152	152	141	121
Los Angeles Trade-Tech	10	12	8	11	198	205	206	206
Los Angeles Valley	169	147	133	146	717	680	601	652
West Los Angeles	39	22	32	30	226	239	251	215
Los Angeles Pierce	215	218	200	183	882	707	650	615
Los Rios								
District Total	427	434	427	397	2,320	2,246	2,219	2,215
American River	192	211	192	170	1,039	1,023	991	949
Cosumnes	67	47	54	52	409	427	452	457
Sacramento City	168	176	181	175	872	796	776	809
Marin								
College of Marin	137	119	123	98	241	229	169	212
Mendocino-Lake								
Mendocino	11	13	10	9	94	112	108	115
Merced								
Merced	29	30	44	31	419	375	380	354
MiraCosta								
MiraCosta	115	119	96	103	454	450	378	353
Monterey Peninsula								
Monterey Peninsula	61	65	76	70	240	204	199	245
Mt. San Antonio								
Mt. San Antonio	187	189	214	214	1,046	1,075	987	1,014
Mt. San Jacinto								
Mt. San Jacinto	56	49	46	60	157	155	182	191

Number of Full-Year Transfer Students from California Community Colleges to the University of California and the California State University *(Continued)*

District/College	Number of Transfers to							
	University of California				California State University			
	Full-Year				Full-Year			
	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99
Napa Valley								
Napa Valley	60	46	51	51	236	211	227	254
North Orange County								
District Total	296	233	188	183	1,600	1,624	1,557	1,690
Cypress	118	99	85	66	614	609	595	606
Fullerton	178	134	103	117	986	1,015	962	1,084
Palo Verde								
Palo Verde	1	3	3	3	5	13	4	6
Palomar								
Palomar	178	172	138	137	978	1,030	920	873
Pasadena Area								
Pasadena Area	302	277	241	253	1,031	1,009	1,013	951
Peralta								
District Total	277	275	265	260	764	693	610	612
College of Alameda	56	67	48	57	288	224	175	182
Laney	147	139	141	122	289	303	266	264
Merritt	38	45	36	46	146	117	119	102
Vista	36	24	40	35	41	49	50	64
Rancho Santiago								
Rancho Santiago	120	135	108	109	758	754	.641	802
Redwoods								
Redwoods	21	23	21	17	333	349	396	402
Rio Hondo								
Rio Hondo	63	40	44	53	399	407	386	668
Riverside								
Riverside	230	207	218	244	744	693	687	668
San Bernardino								
District Total	81	85	77	90	586	624	593	559
Crafton Hills	35	33	38	41	195	218	223	208
San Bernardino Valley	46	52	39	49	391	406	370	351
San Diego								
District Total	430	435	468	349	1,487	1,527	1,436	1,167
San Diego City	84	66	69	59	320	276	359	272
San Diego Mesa	309	324	357	269	911	972	810	603
San Diego Miramar	37	45	42	21	256	279	267	292
San Francisco								
San Francisco C.C.	251	239	241	246	1,302	1,231	996	1,056
San Joaquin Delta								
San Joaquin Delta	79	97	68	71	793	812	788	769
San Jose-Evergreen								
District Total	51	59	58	43	580	688	631	601
Evergreen Valley	22	23	22	23	326	391	335	336
San Jose	29	36	36	20	254	297	296	265
San Luis Obispo County								
Cuesta	48	50	44	47	739	655	681	742
San Mateo County								
District Total	253	228	251	241	1,119	1,129	948	975
Cañada	37	28	42	26	174	177	144	145
College of San Mateo	152	138	147	156	599	573	492	458
Skyline	64	62	62	59	346	379	312	372
Santa Barbara								
Santa Barbara	539	503	421	542	399	370	337	373

Number of Full-Year Transfer Students from California Community Colleges to the University of California and the California State University *(Continued)*

District/College	Number of Transfers to							
	University of California				California State University			
	Full-Year				Full-Year			
	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99
Santa Clarita								
College of the Canyons	72	57	54	66	343	319	334	336
Santa Monica								
Santa Monica	666	601	680	632	849	872	729	802
Sequoias, College of the								
College of the Sequoias	44	37	30	36	469	452	432	475
Shasta-Tehama-Trinity Jt.								
Shasta	29	25	28	37	332	325	403	406
Sierra Joint								
Sierra	97	100	81	93	712	733	731	853
Siskiyou Joint								
College of the Siskiyous	9	8	9	7	63	56	64	49
Solano County								
Solano	79	91	107	104	339	320	361	354
Sonoma Co. Jr. CD								
Santa Rosa Jr.	169	171	186	197	940	812	775	817
South Orange County								
District Total	382	389	362	389	1,058	1,069	968	1,023
Irvine	163	156	159	174	313	331	330	352
Saddleback	219	233	203	215	745	738	638	671
Southwestern								
Southwestern	118	89	94	95	753	704	626	547
State Center								
District Total	80	102	90	92	1,496	1,557	1,528	1,373
Fresno City	69	87	66	78	1,164	1,212	1,158	1,022
Kings River	11	15	24	14	332	345	370	351
Ventura County								
District Total	370	372	347	430	1,272	1,224	1,153	1,259
Moorpark	193	197	174	230	670	636	581	625
Oxnard	46	47	51	38	156	126	147	172
Ventura	131	128	122	162	446	462	425	462
Victor Valley								
Victor Valley	27	32	27	21	227	207	216	207
West Hills								
West Hills	5	1	2	7	58	65	76	91
West Kern								
Taft	2	3	5	2	44	36	37	37
West Valley-Mission								
District Total	173	157	176	132	959	864	842	837
Mission	41	38	42	36	286	278	272	251
West Valley	132	119	134	96	673	586	570	586
Yosemite								
District Total	79	68	73	86	868	858	794	696
Columbia	11	13	13	12	122	102	109	87
Modesto Junior	68	55	60	74	746	756	685	609
Yuba								
Yuba	35	26	30	49	304	301	313	298
Statewide Totals	**10,886**	**10,492**	**10,210**	**10,161**	**48,688**	**48,349**	**45,546**	**44,989**

Source: California Postsecondary Education Commission, *Student Profiles, April 1998*

Transfer Prepared

Transfer Prepared Sub-Goal Statement

An increase in the number of students who are Transfer Prepared from 106,951 in 1997-98 to 135,935 in 2005-06.

(Transfer prepared is defined as the net number of students systemwide who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00. Net number of students means that a student reaching transfer prepared status in a prior academic year and is still enrolled is not counted during the current academic year.)

Transfer Prepared 1997-98

California Community Colleges
Count of Credit Students Enrolled During the 1997-98 Year Who Were Transfer Prepared

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
ALLAN HANCOCK	ALLAN HANCOCK	15,470	606	3.92%	204	33.66%	**655**
ANTELOPE VALLEY	ANTELOPE VALLEY	16,870	590	3.50%	184	31.19%	**609**
BARSTOW	BARSTOW	4,439	116	2.61%	16	13.79%	**46**
BUTTE	BUTTE	21,301	1,153	5.41%	447	38.77%	**1,061**
CABRILLO	CABRILLO	19,597	973	4.97%	346	35.56%	**890**
CERRITOS	CERRITOS	28,950	354	2.95%	436	51.05%	**1,368**
CHABOT-LAS POSITAS	CHABOT	20,472	1,315	6.42%	424	32.24%	**1,217**
CHABOT-LAS POSITAS	LAS POSITAS	10,103	801	7.93%	163	20.35%	**570**
CHAFFEY	CHAFFEY	21,785	1,038	4.76%	345	33.24%	**998**
CITRUS	CITRUS	15,196	604	3.97%	242	40.07%	**749**
COAST	COASTLINE	18,901	529	2.80%	292	55.20%	**1,217**
COAST	GOLDEN WEST	19,694	1,132	5.75%	576	50.88%	**1,448**
COAST	ORANGE COAST	35,917	2,352	6.55%	1,211	51.49%	**3,058**
COMPTON	COMPTON	9,814	192	1.96%	84	43.75%	**298**
CONTRA COSTA	CONTRA COSTA	12,748	357	2.80%	146	40.90%	**429**
CONTRA COSTA	DIABLO VALLEY	35,207	2,147	6.10%	660	30.74%	**2,153**
CONTRA COSTA	LOS MEDANOS	17,233	478	2.77%	134	28.03%	**400**
DESERT	DESERT	12,668	592	4.67%	152	25.68%	**487**
EL CAMINO	EL CAMINO	36,875	1,697	4.60%	582	34.30%	**1,829**
FEATHER RIVER	FEATHER RIVER	2,996	158	5.27%	76	48.10%	**185**
FOOTHILL-DEANZA	DE ANZA	39,493	2,992	7.58%	820	27.41%	**2,252**
FOOTHILL-DEANZA	FOOTHILL	28,005	887	3.17%	340	38.33%	**1,224**
FREMONT-NEWARK	OHLONE	14,695	929	6.32%	311	33.48%	**798**
GAVILAN	GAVILAN	7,621	306	4.02%	86	28.10%	**324**
GLENDALE	GLENDALE	18,472	903	4.89%	396	43.85%	**1,273**
GROSSMONT-CUYAMACA	CUYAMACA	10,251	421	4.11%	160	38.00%	**642**
GROSSMONT-CUYAMACA	GROSSMONT	25,336	1,889	7.46%	688	36.42%	**1,942**
HARTNELL	HARTNELL	14,269	507	3.55%	201	39.64%	**645**
IMPERIAL	IMPERIAL VALLEY	9,085	383	4.22%	187	48.83%	**456**
KERN	BAKERSFIELD	20,171	863	4.28%	260	30.13%	**897**

Count of Credit Students Enrolled During the 1997-98 Year Who Were Transfer Prepared *(Continued)*

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
KERN	CERRO COSO	10,379	211	2.03%	52	24.64%	**183**
KERN	PORTERVILLE	4,893	240	4.90%	74	30.83%	**221**
LAKE TAHOE	LAKE TAHOE	6,609	149	2.25%	41	27.52%	**126**
LASSEN	LASSEN	6,658	103	1.55%	37	35.92%	**139**
LONG BEACH	LONG BEACH CITY	30,453	939	3.08%	444	47.28%	**1,478**
LOS ANGELES	EAST L.A.	30,415	1,316	4.33%	625	47.49%	**1,626**
LOS ANGELES	L.A. CITY	21,799	725	3.33%	351	48.41%	**1,131**
LOS ANGELES	L.A. HARBOR	12,517	437	3.49%	230	52.63%	**658**
LOS ANGELES	L.A. I.T.V.	4,489	125	2.78%	66	52.80%	**536**
LOS ANGELES	L.A. MISSION	10,252	211	2.06%	103	48.82%	**404**
LOS ANGELES	L.A. PIERCE	22,066	1,335	6.05%	512	38.35%	**1,389**
LOS ANGELES	L.A. TRADE-TECH	18,714	376	2.01%	175	46.54%	**622**
LOS ANGELES	L.A. VALLEY	25,164	1,368	5.44%	587	42.91%	**1,645**
LOS ANGELES	SOUTHWEST L.A.	8,786	267	3.04%	116	43.45%	**381**
LOS ANGELES	WEST L.A.	13,646	467	3.42%	209	44.75%	**690**
LOS RIOS	AMERICAN RIVER	34,867	1,849	5.30%	700	37.86%	**1,986**
LOS RIOS	COSUMNES RIVER	23,450	936	3.99%	348	37.18%	**993**
LOS RIOS	SACRAMENTO CITY	34,930	1,644	4.71%	792	48.18%	**1,975**
MARIN	MARIN	14,809	486	3.28%	177	36.42%	**552**
MENDOCINO-LAKE	MENDOCINO	7,030	182	2.59%	75	41.21%	**205**
MERCED	MERCED	13,551	496	3.66%	208	41.94%	**631**
MIRA COSTA	MIRA COSTA	13,663	644	4.71%	224	34.78%	**713**
MONTEREY	MONTEREY	19,631	600	3.06%	186	31.00%	**583**
MT. SAN ANTONIO	MT. SAN ANTONIO	33,439	1,614	4.83%	743	46.03%	**2,060**
MT. SAN JACINTO	MT. SAN JACINTO	13,912	514	3.69%	124	24.12%	**403**
NAPA VALLEY	NAPA VALLEY	11,627	470	4.04%	125	26.60%	**488**
NORTH ORANGE	CYPRESS	19,148	802	4.19%	288	35.91%	**983**
NORTH ORANGE	FULLERTON	28,563	2,018	7.07%	455	22.55%	**1,302**
PALO VERDE	PALO VERDE	2,734	35	1.28%	13	37.14%	**42**
PALOMAR	PALOMAR	37,369	1,411	3.78%	567	40.18%	**1,935**
PASADENA	PASADENA CITY	34,622	1,766	5.10%	863	48.87%	**2,250**
PERALTA	ALAMEDA	8,876	481	5.42%	252	52.39%	**738**

Count of Credit Students Enrolled During the 1997-98 Year Who Were Transfer Prepared *(Continued)*

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
PERALTA	LANEY	20,337	788	3.87%	387	49.11%	**1,067**
PERALTA	MERRITT	11,498	409	3.56%	215	52.57%	**679**
PERALTA	VISTA	5,064	324	6.40%	132	40.74%	**257**
RANCHO SANTIAGO	SANTA ANA	46,044	959	2.08%	472	49.22%	**1,747**
RANCHO SANTIAGO	SANTIAGO CANYON	15,742	326	2.07%	138	42.33%	**1,178**
REDWOODS	REDWOODS	10,516	578	5.50%	227	39.27%	**605**
RIO HONDO	RIO HONDO	28,327	916	3.23%	312	34.06%	**1,027**
RIVERSIDE	RIVERSIDE	40,119	1,447	3.61%	520	35.94%	**1,446**
SAN BERNARDINO	CRAFTON HILLS	8,374	499	5.96%	116	23.25%	**380**
SAN BERNARDINO	SAN BERNARDINO	20,110	797	3.96%	321	40.28%	**904**
SAN DIEGO	SAN DIEGO CITY	22,964	849	3.70%	372	43.82%	**1,353**
SAN DIEGO	SAN DIEGO MESA	34,953	2,231	6.38%	948	42.49%	**2,716**
SAN DIEGO	SAN DIEGO MIRAMAR	16,265	583	3.58%	268	45.97%	**926**
SAN FRANCISCO	SAN FRANCISCO CITY	43,080	1,690	3.92%	751	44.44%	**2,231**
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	26,834	1,405	5.24%	474	33.74%	**1,330**
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	20,387	848	4.16%	319	37.62%	**1,114**
SAN JOSE-EVERGREEN	SAN JOSE CITY	17,059	891	5.22%	414	46.46%	**1,091**
SAN LUIS OBISPO	CUESTA	11,574	1,015	8.77%	405	39.90%	**945**
SAN MATEO	CANADA	10,202	357	3.50%	150	42.02%	**450**
SAN MATEO	SAN MATEO	19,218	935	4.87%	333	35.61%	**1,140**
SAN MATEO	SKYLINE	14,985	657	4.38%	257	39.12%	**1,032**
SANTA BARBARA	SANTA BARBARA CITY	18,245	1,249	6.85%	452	36.19%	**1,448**
SANTA CLARITA	CANYONS	11,584	679	5.86%	251	36.97%	**674**
SANTA MONICA	SANTA MONICA CITY	37,664	2,536	6.73%	928	36.59%	**2,571**
SEQUOIAS	SEQUOIAS	14,056	636	4.52%	264	41.51%	**848**
SHASTA-TEHAMA-TRINITY	SHASTA	15,874	645	4.06%	207	32.09%	**690**
SIERRA	SIERRA	24,894	1,523	6.12%	519	34.08%	**1,336**
SISKIYOUS	SISKIYOUS	6,830	148	2.17%	42	28.38%	**133**
SOLANO	SOLANO	16,812	697	4.15%	210	30.13%	**726**
SONOMA	SANTA ROSA	45,044	1,378	3.06%	495	35.92%	**1,693**
SOUTH ORANGE	IRVINE VALLEY	17,924	963	5.37%	449	46.63%	**1,231**
SOUTH ORANGE	SADDLEBACK	28,725	1,298	4.52%	537	41.37%	**1,490**

Count of Credit Students Enrolled During the 1997-98 Year Who Were Transfer Prepared *(Continued)*

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
SOUTHWESTERN	SOUTHWESTERN	22,878	904	3.95%	399	44.14%	**1,410**
STATE CENTER	FRESNO CITY	28,064	1,796	6.40%	560	31.18%	**1,684**
STATE CENTER	KINGS RIVER	11,172	498	4.46%	138	27.71%	**713**
VENTURA	MOORPARK	19,476	1,517	7.79%	497	32.76%	**1,424**
VENTURA	OXNARD	10,891	395	3.63%	170	43.04%	**536**
VENTURA	VENTURA	19,244	906	4.71%	382	42.16%	**1,149**
VICTOR VALLEY	VICTOR VALLEY	12,373	411	3.32%	19	4.62%	**79**
WEST HILLS	WEST HILLS	6,495	202	3.11%	52	25.74%	**180**
WEST KERN	TAFT	5,207	96	1.84%	35	36.46%	**117**
WEST VALLEY-MISSION	MISSION	15,918	862	5.42%	430	49.88%	**1,058**
WEST VALLEY-MISSION	WEST VALLEY	19,867	1,324	6.66%	453	34.21%	**1,299**
YOSEMITE	COLUMBIA	3,353	139	4.15%	65	46.76%	**183**
YOSEMITE	MODESTO	21,151	844	3.99%	348	41.23%	**998**
YUBA	YUBA	17,167	542	3.16%	175	32.29%	**475**
	Statewide Totals	**2,037,255**	**92,673**	**4.55%**	**35,539**	**38.35%**	**106,951**

Total Credit Students: Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 1997-98 academic year.

Total Transfer Directed: Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1992 and the Spring term of 1998.

Directed Rate: Total Transfer Directed/Total Credit Students.

Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term, 1998.

Model Ready Rate: Model Transfer Ready/Total Transfer Directed.

Total Transfer Prepared: All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term, 1998.

Transferable English courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with value of "1501" or "1503"or "1504" or "1507" in the first four positions.

Transferable Mathematics courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with the value of "17" in the first two positions.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student.

Work done prior to the 1992-93 academic year was not available for analysis.

Transfer Prepared
1998-99

California Community Colleges
Count of Credit Students Enrolled During the 1998-99 Year Who Were Transfer Prepared

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
ALLAN HANCOCK	ALLAN HANCOCK	16,551	666	4.02%	245	36.79%	**653**
ANTELOPE VALLEY	ANTELOPE VALLEY	18,023	666	3.70%	201	30.18%	**604**
BARSTOW	BARSTOW	5,017	123	2.45%	15	12.20%	**71**
BUTTE	BUTTE	21,022	1,348	6.41%	495	36.72%	**1,042**
CABRILLO	CABRILLO	19,739	1,036	5.25%	326	31.47%	**711**
CERRITOS	CERRITOS	30,833	1,040	3.37%	529	50.87%	**1,539**
CHABOT-LAS POSITAS	CHABOT	21,650	1,490	6.88%	518	34.77%	**1,341**
CHABOT-LAS POSITAS	LAS POSITAS	10,737	798	7.43%	158	19.80%	**608**
CHAFFEY	CHAFFEY	23,597	1,265	5.36%	468	37.00%	**1,145**
CITRUS	CITRUS	16,093	937	5.82%	398	42.48%	**845**
COAST	COASTLINE	17,748	589	3.32%	329	55.86%	**1,247**
COAST	GOLDEN WEST	21,972	1,107	5.04%	524	47.34%	**1,397**
COAST	ORANGE COAST	35,734	2,447	6.85%	1,134	46.34%	**2,620**
COMPTON	COMPTON	10,960	263	2.40%	98	37.26%	**354**
CONTRA COSTA	CONTRA COSTA	12,946	359	2.77%	132	36.77%	**387**
CONTRA COSTA	DIABLO VALLEY	36,626	2,190	5.98%	637	29.09%	**1,906**
CONTRA COSTA	LOS MEDANOS	17,259	462	2.68%	126	27.27%	**357**
DESERT	DESERT	13,654	662	4.85%	158	23.87%	**503**
EL CAMINO	EL CAMINO	37,379	1,949	5.21%	616	31.61%	**1,729**
FEATHER RIVER	FEATHER RIVER	2,910	170	5.84%	89	52.35%	**163**
FOOTHILL-DEANZA	DE ANZA	39,815	3,113	7.82%	1,077	34.60%	**3,087**
FOOTHILL-DEANZA	FOOTHILL	28,924	926	3.20%	413	44.60%	**1,651**
FREMONT-NEWARK	OHLONE	18,705	1,043	5.58%	314	30.11%	**877**
GAVILAN	GAVILAN	8,485	360	4.24%	111	30.83%	**298**
GLENDALE	GLENDALE	19,874	1,133	5.70%	548	48.37%	**1,354**
GROSSMONT-CUYAMACA	CUYAMACA	10,723	535	4.99%	168	31.40%	**661**
GROSSMONT-CUYAMACA	GROSSMONT	26,083	2,067	7.92%	772	37.35%	**2,021**
HARTNELL	HARTNELL	16,070	696	4.33%	253	36.35%	**577**
IMPERIAL	IMPERIAL VALLEY	9,229	478	5.18%	236	49.37%	**464**
KERN	BAKERSFIELD	20,689	1,168	5.65%	406	34.76%	**990**

Count of Credit Students Enrolled During the 1998-99 Year Who Were Transfer Prepared *(Continued)*

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
KERN	CERRO COSO	10,161	191	1.88%	46	24.08%	**155**
KERN	PORTERVILLE	5,160	248	4.81%	68	27.42%	**206**
LAKE TAHOE	LAKE TAHOE	6,927	183	2.64%	63	34.43%	**140**
LASSEN	LASSEN	6,441	123	1.91%	38	30.89%	**159**
LONG BEACH	LONG BEACH CITY	33,815	1,152	3.41%	570	49.48%	**1,393**
LOS ANGELES	EAST L.A.	33,353	1,491	4.47%	709	47.55%	**1,623**
LOS ANGELES	L.A. CITY	23,400	770	3.29%	354	45.97%	**1,081**
LOS ANGELES	L.A. HARBOR	13,209	593	4.49%	258	43.51%	**596**
LOS ANGELES	L.A. I.T.V.	4,075	83	2.04%	46	55.42%	**493**
LOS ANGELES	L.A. MISSION	11,162	280	2.51%	142	50.71%	**452**
LOS ANGELES	L.A. PIERCE	20,763	1,360	6.55%	522	38.38%	**1,320**
LOS ANGELES	L.A. TRADE-TECH	19,041	416	2.18%	198	47.60%	**679**
LOS ANGELES	L.A. VALLEY	26,350	1,475	5.60%	645	43.73%	**1,632**
LOS ANGELES	SOUTHWEST L.A.	9,514	303	3.18%	144	47.52%	**459**
LOS ANGELES	WEST L.A.	15,730	402	2.56%	181	45.02%	**656**
LOS RIOS	AMERICAN RIVER	43,547	2,142	4.92%	796	37.16%	**2,086**
LOS RIOS	COSUMNES RIVER	24,692	1,024	4.15%	370	36.13%	**1,124**
LOS RIOS	SACRAMENTO CITY	31,777	1,882	5.92%	871	46.28%	**1,876**
MARIN	MARIN	14,844	486	3.27%	155	31.89%	**395**
MENDOCINO-LAKE	MENDOCINO	7,620	206	2.70%	66	32.04%	**197**
MERCED	MERCED	14,889	522	3.51%	196	37.55%	**478**
MIRA COSTA	MIRA COSTA	14,758	687	4.66%	234	34.06%	**671**
MONTEREY	MONTEREY	16,644	540	3.24%	180	33.33%	**528**
MT. SAN ANTONIO	MT. SAN ANTONIO	35,326	1,952	5.53%	827	42.37%	**1,905**
MT. SAN JACINTO	MT. SAN JACINTO	14,958	637	4.26%	168	26.37%	**499**
NAPA VALLEY	NAPA VALLEY	11,334	567	5.00%	144	25.40%	**558**
NORTH ORANGE	CYPRESS	20,606	1,010	4.90%	360	35.64%	**1,017**
NORTH ORANGE	FULLERTON	30,589	2,114	6.91%	532	25.17%	**1,466**
PALO VERDE	PALO VERDE	4,048	62	1.53%	24	38.71%	**65**
PALOMAR	PALOMAR	37,187	1,396	3.75%	528	37.82%	**1,630**
PASADENA	PASADENA CITY	34,719	2,138	6.16%	1,159	54.21%	**2,400**
PERALTA	ALAMEDA	10,138	652	6.43%	355	54.45%	**916**
PERALTA	LANEY	20,911	917	4.39%	442	48.20%	**1,120**

Count of Credit Students Enrolled During the 1998-99 Year Who Were Transfer Prepared *(Continued)*

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
PERALTA	MERRITT	12,072	459	3.80%	245	53.38%	**735**
PERALTA	VISTA	6,929	460	6.64%	193	41.96%	**382**
RANCHO SANTIAGO	SANTA ANA	44,927	1,091	2.43%	563	51.60%	**1,769**
RANCHO SANTIAGO	SANTIAGO CANYON	17,268	445	2.58%	209	46.97%	**1,014**
REDWOODS	REDWOODS	10,418	609	5.85%	245	40.23%	**553**
RIO HONDO	RIO HONDO	36,262	1,087	3.00%	384	35.33%	**1,220**
RIVERSIDE	RIVERSIDE	41,356	1,711	4.14%	609	35.59%	**1,511**
SAN BERNARDINO	CRAFTON HILLS	8,581	514	5.99%	123	23.93%	**390**
SAN BERNARDINO	SAN BERNARDINO	19,940	915	4.59%	351	38.36%	**934**
SAN DIEGO	SAN DIEGO CITY	23,474	936	3.99%	422	45.09%	**1,341**
SAN DIEGO	SAN DIEGO MESA	35,404	2,458	6.94%	1,056	42.96%	**2,649**
SAN DIEGO	SAN DIEGO MIRAMAR	15,302	666	4.35%	278	41.74%	**926**
SAN FRANCISCO	SAN FRANCISCO CITY	43,603	1,839	4.22%	821	44.64%	**2,222**
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	24,995	1,509	6.04%	507	33.60%	**1,318**
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	19,438	1,009	5.19%	394	39.05%	**1,060**
SAN JOSE-EVERGREEN	SAN JOSE CITY	17,515	924	5.28%	420	45.45%	**975**
SAN LUIS OBISPO	CUESTA	12,553	1,180	9.40%	540	45.76%	**1,062**
SAN MATEO	CANADA	10,412	369	3.54%	123	33.33%	**375**
SAN MATEO	SAN MATEO	20,028	1,068	5.33%	347	32.49%	**1,091**
SAN MATEO	SKYLINE	15,953	842	5.28%	322	38.24%	**1,078**
SANTA BARBARA	SANTA BARBARA CITY	18,488	1,218	6.59%	420	34.48%	**1,319**
SANTA CLARITA	CANYONS	14,225	819	5.76%	267	32.60%	**697**
SANTA MONICA	SANTA MONICA CITY	42,429	2,988	7.04%	1,101	36.85%	**2,729**
SEQUOIAS	SEQUOIAS	14,699	685	4.66%	303	44.23%	**882**
SHASTA-TEHAMA-TRINITY	SHASTA	17,466	716	4.10%	227	31.70%	**629**
SIERRA	SIERRA	27,493	1,812	6.59%	590	32.56%	**1,457**
SISKIYOUS	SISKIYOUS	7,048	124	1.76%	32	25.81%	**130**
SOLANO	SOLANO	17,181	741	4.31%	270	36.44%	**740**
SONOMA	SANTA ROSA	45,027	1,571	3.49%	593	37.75%	**1,590**
SOUTH ORANGE	IRVINE VALLEY	18,238	1,133	6.21%	523	46.16%	**1,282**
SOUTH ORANGE	SADDLEBACK	29,161	1,611	5.52%	660	40.97%	**1,602**
SOUTHWESTERN	SOUTHWESTERN	23,962	1,154	4.82%	432	37.44%	**1,438**
STATE CENTER	FRESNO CITY	28,137	1,741	6.19%	598	34.35%	**1,567**

Count of Credit Students Enrolled During the 1998-99 Year Who Were Transfer Prepared *(Continued)*

District	College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
STATE CENTER	KINGS RIVER	11,498	765	6.65%	217	28.37%	**757**
VENTURA	MOORPARK	21,404	1,760	8.22%	602	34.20%	**1,588**
VENTURA	OXNARD	11,685	445	3.81%	193	43.37%	**555**
VENTURA	VENTURA	20,014	1,048	5.24%	436	41.60%	**1,077**
VICTOR VALLEY	VICTOR VALLEY	13,671	443	3.24%	25	5.64%	**104**
WEST HILLS	WEST HILLS	7,280	241	3.31%	69	28.63%	**193**
WEST KERN	TAFT	7,880	96	1.22%	45	46.88%	**103**
WEST VALLEY-MISSION	MISSION	17,703	1,052	5.94%	516	49.05%	**966**
WEST VALLEY-MISSION	WEST VALLEY	19,834	1,376	6.94%	455	33.07%	**1,154**
YOSEMITE	COLUMBIA	4,035	181	4.49%	52	28.73%	**119**
YOSEMITE	MODESTO	22,512	1,032	4.58%	502	48.64%	**1,024**
YUBA	YUBA	17,777	605	3.40%	204	33.72%	**496**
	Statewide Totals	**2,132,012**	**104,538**	**4.90%**	**40,369**	**38.62%**	**107,980**

Total Credit Students: Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 1998-99 academic year.

Total Transfer Directed: Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1993 and the Spring term of 1999.

Directed Rate: Total Transfer Directed/Total Credit Students.

Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable unitds with a minimum 2.00 G.P.A. as of the Spring term, 1999.

Model Ready Rate: Model Transfer Ready/Total Transfer Directed.

Total Transfer Prepared: All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term, 1999.

Transferable English courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with value of "1501" or "1503"or "1504" or "1507" in the first four positions.

Transferable Mathematics courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with the value of "17" in the first two positions.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student.

If a student was counted as being either Transfer Directed or Transfer Ready in a prior year, they are not counted in this report. Only those students

Goal Two

Degrees and Certificates

1996-97, 1997-98, and 1998-99

Degrees and Certificates Goal Statement
(Base Year 1995-96 to 2005-06)

An increase from 80,799 to 110,500 in the number of degrees and certificates awarded. This performance goal may also be expressed as subgoals to achieve an increase from 57,076 to 78,000 in the number of associate degrees awarded and an increase from 23,723 to 32,500 in the number of certificates awarded.

Degrees and Certificates Awarded

Fiscal Years 1996-97, 1997-98, and 1998-99

District/College	Fiscal Year 1996-97			Fiscal Year 1997-98			Fiscal Year 1998-99		
	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards
Allan Hancock Joint									
Allan Hancock	599	577	1,176	622	509	1,131	648	653	1,301
Antelope Valley									
Antelope Valley	707	146	853	715	116	831	675	134	809
Barstow									
Barstow	132	23	155	277	24	301	296	29	325
Butte-Glenn									
Butte	539	1,554	2,093	775	2,220	2,995	688	2,241	2,929
Cabrillo									
Cabrillo	554	107	661	581	108	689	589	97	686
Cerritos									
Cerritos	1,046	304	1,350	1,003	313	1,316	1,105	328	1,433
Chabot-Las Positas									
District Total	906	215	1,121	780	144	924	798	256	1,054
Chabot	663	151	814	539	79	618	501	146	647
Las Positas	243	64	307	241	65	306	297	110	407
Chaffey									
Chaffey	899	449	1,348	971	462	1,433	1,025	442	1,467
Citrus									
Citrus	580	375	955	671	367	1,038	775	340	1,115
Coast									
District Total	2,030	944	2,974	2,123	1,087	3,210	1,997	996	2,993
Coastline Community	181	190	371	149	213	362	148	146	294
Golden West	785	256	1,041	851	276	1,127	732	263	995
Orange Coast	1,064	498	1,562	1,123	598	1,721	1,117	587	1,704
Compton									
Compton	172	124	296	147	88	235	181	246	427
Contra Costa									
District Total	1,411	595	2,006	1,349	450	1,799	1,390	529	1,919
Contra Costa	311	161	472	277	130	407	315	145	460
Diablo Valley	866	282	1,148	853	219	1,072	840	256	1,096
Los Medanos	234	152	386	219	101	320	235	128	363
Desert									
College of the Desert	398	132	530	402	114	516	420	143	563
El Camino									
El Camino	1,252	106	1,358	1,082	128	1,210	1,186	146	1,332
Feather River									
Feather River	117	52	169	101	52	153	134	47	181
Foothill-DeAnza									
District Total	1,830	988	2,818	1,939	839	2,778	1,808	1,096	2,904
DeAnza	1,331	587	1,918	1,410	548	1,958	1,320	596	1,916
Foothill	499	401	900	529	291	820	488	500	988
Fremont-Newark									
Ohlone	516	84	600	548	107	655	491	92	583

Certificates and Degrees Awarded *(Continued)*

District/College	Fiscal Year 1996-97			Fiscal Year 1997-98			Fiscal Year 1998-99		
	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards
Gavilan Joint									
Gavilan	222	105	327	199	86	285	189	103	292
Glendale									
Glendale	343	285	628	412	247	659	502	240	742
Grossmont-Cuyamaca									
District Total	1,191	264	1,455	1,099	342	1,441	1,197	414	1,611
Cuyamaca	251	111	362	213	138	351	254	178	432
Grossmont	940	153	1,093	886	204	1,090	943	236	1,179
Hartnell									
Hartnell	462	99	561	462	92	554	508	91	599
Imperial									
Imperial	365	113	478	338	120	458	393	85	478
Kern									
District Total	1,116	269	1,385	1,059	246	1,305	1,141	179	1,320
Bakersfield	688	177	865	654	190	844	746	164	910
Cerro Coso Community	230	29	259	219	16	235	210	15	225
Porterville	198	63	261	186	40	226	185	0	185
Lake Tahoe									
Lake Tahoe	97	6	103	77	10	87	108	10	118
Lassen									
Lassen	224	102	326	0	269	269	0	306	306
Long Beach									
Long Beach	776	622	1,398	765	549	1,314	767	591	1,358
Los Angeles Ed. Svcs. Ctr.									
District Total	4,889	1,676	6,565	4,693	2,139	6,832	4,872	2,631	7,503
Los Angeles City	677	35	712	626	293	919	690	572	1,262
East Los Angeles	732	96	828	748	210	958	824	261	1,085
Los Angeles Harbor	456	48	504	450	44	494	456	71	527
Los Angeles Mission	231	81	312	219	155	374	260	140	400
Los Angeles Southwest	824	96	920	725	112	837	790	199	989
Los Angeles Trade-Tech	291	204	495	265	238	503	253	157	410
Los Angeles Valley	610	798	1,408	579	692	1,271	594	686	1,280
West Los Angeles	749	156	905	808	236	1,044	710	371	1,081
Los Angeles Pierce	319	162	481	273	159	432	295	174	469
Los Rios									
District Total	2,297	910	3,207	2,610	1,056	3,666	2,510	1,093	3,603
American River	958	310	1,268	1,042	387	1,429	1,017	409	1,426
Cosumnes	543	430	973	671	419	1,090	697	484	1,181
Sacramento City	796	170	966	897	250	1,147	796	200	996
Marin									
College of Marin	358	75	433	336	79	415	299	70	369
Mendocino-Lake									
Mendocino	204	82	286	195	66	261	210	58	268
Merced									
Merced	528	119	647	571	86	657	508	87	595
MiraCosta									
MiraCosta	290	246	536	232	132	364	275	228	503
Monterey Peninsula									
Monterey Peninsula	461	115	576	475	85	560	514	72	586
Mt. San Antonio									
Mt. San Antonio	1,065	195	1,260	1,063	256	1,319	1,011	291	1,302
Mt. San Jacinto									
Mt. San Jacinto	414	53	467	442	72	514	505	90	595
Napa Valley									
Napa Valley	597	298	895	563	288	851	585	258	843

Certificates and Degrees Awarded *(Continued)*

District/College	Fiscal Year 1996-97			Fiscal Year 1997-98			1998-99		
	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards
North Orange County									
District Total	1,554	263	1,817	1,517	303	1,820	1,545	613	2,158
Cypress	624	89	713	683	91	774	687	314	1,001
Fullerton	930	174	1,104	834	212	1,046	858	299	1,157
Palo Verde									
Palo Verde	25	63	88	11	26	37	40	27	67
Palomar									
Palomar	1,054	374	1,428	1,096	414	1,510	1,157	442	1,599
Pasadena Area									
Pasadena Area	1,049	476	1,525	1,149	443	1,592	1,130	435	1,565
Peralta									
District Total	958	626	1,584	896	535	1,431	1,112	559	1,671
College of Alameda	181	142	323	177	139	316	257	157	414
Laney	388	130	518	359	145	504	443	139	582
Merritt	314	302	616	282	196	478	290	213	503
Vista	75	52	127	78	55	133	122	50	172
Rancho Santiago									
Rancho Santiago	1,415	414	1,829	1,510	397	1,907	1,518	391	1,909
Redwoods									
Redwoods	457	205	662	568	254	822	603	187	790
Rio Hondo									
Rio Hondo	434	212	646	428	217	645	469	312	781
Riverside									
Riverside	1,031	401	1,432	1,110	356	1,466	1,133	328	1,461
San Bernardino									
District Total	986	630	1,616	894	455	1,349	796	702	1,498
Crafton Hills	327	377	704	286	170	456	239	393	632
San Bernardino Valley	659	253	912	608	285	893	557	309	866
San Diego									
District Total	1,739	1,041	2,780	1,778	955	2,733	1,848	986	2,834
San Diego City	540	384	924	575	362	937	621	372	993
San Diego Mesa	867	395	1,262	905	388	1,293	893	368	1,261
San Diego Miramar	332	262	594	298	205	503	334	246	580
San Francisco									
San Francisco C.C.	1,046	728	1,774	263	311	574	1,069	688	1,757
San Joaquin Delta									
San Joaquin Delta	949	446	1,395	962	388	1,350	1,113	553	1,666
San Jose-Evergreen									
District Total	617	332	949	671	386	1,057	678	351	1,029
Evergreen Valley	311	66	377	349	79	428	384	67	451
San Jose	306	266	572	322	307	629	294	284	578
San Luis Obispo County									
Cuesta	582	329	911	638	315	953	787	448	1,235
San Mateo County									
District Total	960	743	1,703	927	507	1,434	868	610	1,478
Cañada	226	218	444	193	181	374	173	163	336
College of San Mateo	391	270	661	378	123	501	365	193	558
Skyline	343	255	598	356	203	559	330	254	584
Santa Barbara									
Santa Barbara	688	262	950	666	352	1,018	693	239	932
Santa Clarita									
College of the Canyons	508	578	1,086	528	151	679	516	202	718

Certificates and Degrees Awarded *(Continued)*

District/College	Fiscal Year 1996-97			Fiscal Year 1997-98			Fiscal Year 1998-99		
	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards	AA/AS	Total Certif.	Total Awards
Santa Monica									
Santa Monica	995	110	1,105	1,048	142	1,190	1,098	171	1,269
Sequoias, College of the									
College of the Sequoias	678	414	1,092	695	255	950	733	302	1,035
Shasta-Tehama-Trinity Jt.									
Shasta	608	130	738	603	96	699	561	66	627
Sierra Joint									
Sierra	903	150	1,053	986	150	1,136	1,117	128	1,245
Siskiyou Joint									
College of the Siskiyous	164	31	195	127	17	144	178	47	225
Solano County									
Solano	791	305	1,096	861	350	1,211	812	343	1,155
Sonoma Co. Jr. CD									
Santa Rosa Jr.	1,197	599	1,796	1,720	567	2,287	1,979	623	2,602
South Orange County									
District Total	1,176	404	1,580	1,238	547	1,785	1,196	486	1,682
Irvine	390	3	393	485	131	616	422	101	523
Saddleback	786	401	1,187	753	416	1,169	774	385	1,159
Southwestern									
Southwestern	932	363	1,295	705	247	952	916	402	1,318
State Center									
District Total	1,628	817	2,445	1,575	750	2,325	1,587	451	2,038
Fresno City	1,228	735	1,963	1,140	702	1,842	1,100	424	1,524
Kings River	400	82	482	435	48	483	487	27	514
Ventura County									
District Total	2,115	95	2,210	2,333	84	2,417	2,409	80	2,489
Moorpark	1,021	0	1,021	1,004	1	1,005	1,157	0	1,157
Oxnard	418	80	498	402	78	480	424	68	492
Ventura	676	15	691	927	5	932	828	12	840
Victor Valley									
Victor Valley	678	544	1,222	647	662	1,309	787	544	1,331
West Hills									
West Hills	187	41	228	257	50	307	250	32	282
West Kern									
Taft	111	7	118	119	11	130	108	8	116
West Valley-Mission									
District Total	962	557	1,519	979	585	1,564	915	490	1,405
Mission	412	360	772	446	303	749	426	263	689
West Valley	550	197	747	533	282	815	489	227	716
Yosemite									
District Total	1,099	212	1,311	1,106	268	1,374	1,306	291	1,597
Columbia	215	109	324	245	191	436	216	123	339
Modesto Junior	884	103	987	861	77	938	1,090	168	1,258
Yuba									
Yuba	675	964	1,639	720	497	1,217	703	411	1,114
Statewide Totals	**60,538**	**26,275**	**86,813**	**61,008**	**25,391**	**86,399**	**64,030**	**27,660**	**91,690**

Source: California Community Colleges Chancellor's Office, *Report on Transfers and Degrees and Certificates*, 1995-96 and 1996-97. For 1997-98, based on Management Information System printout as of January 15, 1999.

Goal Three

Successful Course Completion

1997-98 and 1998-99

Successful Course Completion Goal Statement
(Base Year 1995-96 to 2005-06)

An increase from 68.1% to 70.6% in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses.

Successful Course Completion 1997-98

California Community Colleges
Count of Enrollments by Course Type and Completion During the 1997-98 Academic Year

District	College	Successful Transfer	Completed Transfer	Attempted Transfer	Successful Basic Skills	Completed Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Completed Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
ALLAN HANCOCK	ALLAN HANCOCK	28,371	**74.12**	38,277	1,784	**67.52**	2,642	7,982	**81.60**	9,782	40,814	**73.89**	55,233
ANTELOPE VALLEY	ANTELOPE VALLEY	31,966	**75.30**	42,453	2,260	**63.52**	3,558	2,400	**67.36**	3,563	40,648	**71.73**	56,668
BARSTOW	BARSTOW	6,461	**70.40**	9,178	357	**57.77**	618	2,198	**78.36**	2,805	10,081	**71.03**	14,192
BUTTE	BUTTE	37,079	**74.16**	50,002	2,257	**69.30**	3,257	4,110	**96.03**	4,280	60,430	**77.47**	78,002
CABRILLO	CABRILLO	37,914	**69.37**	54,653	2,524	**62.51**	4,038	8,081	**78.18**	10,336	56,632	**69.10**	81,952
CERRITOS	CERRITOS	52,094	**61.71**	84,417	5,605	**59.74**	9,382	7,617	**75.11**	10,141	70,528	**62.12**	113,531
CHABOT-LAS POSITAS	CHABOT	0		0	3,294	**54.98**	5,991	13,508	**70.66**	19,117	52,420	**67.35**	77,830
CHABOT-LAS POSITAS	LAS POSITAS	0		0	1,649	**66.60**	2,476	5,152	**74.81**	6,887	25,823	**73.46**	35,154
CHAFFEY	CHAFFEY	43,546	**65.39**	66,592	3,283	**58.51**	5,611	3,443	**79.39**	4,337	56,149	**64.72**	86,757
CITRUS	CITRUS	29,846	**67.68**	44,096	2,122	**57.79**	3,672	2,869	**79.47**	3,610	43,527	**66.65**	65,304
COAST	COASTLINE	23,191	**70.91**	32,707	2,107	**66.03**	3,191	690	**81.56**	846	27,525	**70.26**	39,178
COAST	GOLDEN WEST	33,305	**65.89**	50,543	3,364	**50.93**	6,605	7,059	**87.30**	8,086	48,014	**66.29**	72,426
COAST	ORANGE COAST	89,183	**70.76**	126,038	1,795	**63.92**	2,808	0		0	95,309	**69.68**	136,790
COMPTON	COMPTON	14,176	**66.74**	21,242	3,928	**58.09**	6,762	2,374	**68.06**	3,488	21,284	**64.81**	32,839
CONTRA COSTA	CONTRA COSTA	20,159	**72.28**	27,889	1,639	**54.24**	3,022	2,584	**81.36**	3,176	31,719	**69.98**	45,327
CONTRA COSTA	DIABLO VALLEY	76,536	**70.24**	108,959	2,448	**64.92**	3,771	8,051	**83.65**	9,625	96,024	**71.27**	134,728
CONTRA COSTA	LOS MEDANOS	16,698	**67.04**	24,906	331	**50.84**	651	9,166	**78.69**	11,648	33,393	**68.89**	48,476
DESERT	DESERT	23,447	**72.28**	32,440	4,338	**56.49**	7,679	3,398	**76.38**	4,449	33,493	**69.53**	48,172
EL CAMINO	EL CAMINO	69,039	**64.74**	106,645	5,766	**54.95**	10,494	1,579	**69.87**	2,260	83,746	**62.79**	133,370
FEATHER RIVER	FEATHER RIVER	5,356	**78.83**	6,794	310	**56.16**	552	1,220	**81.61**	1,495	7,174	**77.39**	9,270
FOOTHILL-DEANZA	DE ANZA	60,380	**76.67**	78,754	3,307	**70.83**	4,669	15,480	**77.66**	19,933	134,283	**75.65**	177,501
FOOTHILL-DEANZA	FOOTHILL	32,846	**82.90**	39,621	799	**82.88**	964	6,277	**84.97**	7,387	79,079	**83.75**	94,426
FREMONT-NEWARK	OHLONE	25,990	**71.11**	36,549	2,438	**62.23**	3,918	3,179	**83.86**	3,791	38,299	**70.90**	54,018
GAVILAN	GAVILAN	12,772	**72.31**	17,662	2,155	**62.70**	3,437	400	**68.26**	586	16,837	**69.53**	24,217
GLENDALE	GLENDALE	44,203	**70.96**	62,295	3,112	**69.37**	4,486	1,471	**80.60**	1,825	57,550	**70.82**	81,262
GROSSMONT-CUYAMACA	CUYAMACA	18,287	**64.90**	28,179	834	**53.15**	1,569	60	**64.52**	93	20,408	**63.89**	31,941
GROSSMONT-CUYAMACA	GROSSMONT	58,527	**64.80**	90,319	2,232	**56.55**	3,947	185	**67.27**	275	67,785	**64.07**	105,791
HARTNELL	HARTNELL	27,786	**71.45**	38,887	3,297	**54.83**	6,013	2,128	**83.94**	2,535	35,649	**68.95**	51,703
IMPERIAL	IMPERIAL VALLEY	18,929	**83.16**	22,763	4,753	**80.03**	5,939	3,190	**92.28**	3,457	29,534	**83.45**	35,391
KERN	BAKERSFIELD	38,402	**65.15**	58,946	3,625	**52.52**	6,902	6,715	**79.38**	8,459	51,833	**64.85**	79,925
KERN	CERRO COSO	14,264	**75.87**	18,800	775	**61.75**	1,255	2,136	**87.47**	2,442	21,110	**74.14**	28,474
KERN	PORTERVILLE	10,071	**66.29**	15,192	988	**42.83**	2,307	1,854	**84.97**	2,182	14,603	**64.54**	22,626
LAKE TAHOE	LAKE TAHOE	10,986	**78.90**	13,924	915	**62.76**	1,458	1,883	**72.84**	2,585	15,242	**76.66**	19,883
LASSEN	LASSEN	10,663	**75.39**	14,144	796	**88.05**	904	1,512	**76.09**	1,987	15,283	**76.76**	19,910
LONG BEACH	LONG BEACH CITY	62,317	**67.21**	92,720	7,134	**62.57**	11,401	9,849	**75.18**	13,101	85,355	**66.59**	128,184
LOS ANGELES	EAST L.A.	54,150	**67.90**	79,744	3,735	**59.92**	6,233	1,627	**63.73**	2,553	64,736	**66.23**	97,738
LOS ANGELES	L.A. CITY	37,726	**65.41**	57,680	10,493	**58.68**	17,883	3,142	**75.82**	4,144	55,426	**63.72**	86,988
LOS ANGELES	L.A. HARBOR	24,942	**68.20**	36,570	2,037	**53.55**	3,804	1,261	**70.45**	1,790	30,024	**65.87**	45,582
LOS ANGELES	L.A. LTV	1,975	**37.42**	5,278	0		0	0		0	1,975	**37.42**	5,278
LOS ANGELES	L.A. MISSION	15,811	**68.16**	23,198	2,872	**61.16**	4,696	473	**72.55**	652	21,253	**65.85**	32,275
LOS ANGELES	L.A. PIERCE	43,750	**67.98**	64,356	2,037	**62.22**	3,274	1,551	**71.74**	2,162	51,291	**67.27**	76,249

Count of Enrollments by Course Type and Completion During the 1997-98 Academic Year *(Continued)*

District	College	Successful Transfer	Completed Transfer	Attempted Transfer	Successful Basic Skills	Completed Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Completed Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
LOS ANGELES	L.A. TRADE-TECH	22,854	**68.03**	33,593	4,298	**49.66**	8,654	11,174	**76.03**	14,697	44,444	**66.17**	67,162
LOS ANGELES	L.A. VALLEY	48,890	**68.00**	71,900	4,277	**61.72**	6,930	2,152	**79.06**	2,722	59,085	**66.90**	88,319
LOS ANGELES	SOUTHWEST L.A.	12,627	**61.53**	20,521	3,475	**55.05**	6,312	509	**71.49**	712	17,675	**59.46**	29,725
LOS ANGELES	WEST L.A.	20,151	**62.74**	32,120	1,502	**55.82**	2,691	3,217	**82.13**	3,917	27,037	**63.44**	42,620
LOS RIOS	AMERICAN RIVER	67,587	**68.12**	99,222	4,157	**61.68**	6,740	6,217	**79.59**	7,811	85,395	**67.38**	126,740
LOS RIOS	COSUMNES RIVER	40,962	**69.17**	59,221	2,558	**57.11**	4,479	2,483	**70.94**	3,500	49,062	**67.56**	72,620
LOS RIOS	SACRAMENTO CITY	53,483	**66.90**	79,947	3,750	**52.58**	7,132	4,706	**87.62**	5,371	73,819	**66.54**	110,943
MARIN	MARIN	31,512	**71.43**	44,117	1,103	**52.03**	2,120	101	**70.63**	143	35,123	**69.89**	50,257
MENDOCINO-LAKE	MENDOCINO	11,186	**69.07**	16,195	1,041	**63.36**	1,643	792	**74.65**	1,061	15,453	**68.87**	22,439
MERCED	MERCED	26,712	**68.72**	38,873	3,274	**57.15**	5,729	5,447	**87.84**	6,201	38,540	**68.04**	56,641
MIRA COSTA	MIRA COSTA	24,932	**67.34**	37,024	1,471	**59.87**	2,457	3,220	**71.27**	4,518	31,451	**64.06**	49,096
MONTEREY	MONTEREY	23,921	**75.59**	31,644	2,053	**67.11**	3,059	12,737	**91.39**	13,937	41,954	**79.00**	53,103
MT. SAN ANTONIO	MT. SAN ANTONIO	74,439	**68.91**	108,022	7,184	**58.91**	12,195	7,371	**77.96**	9,455	101,761	**67.36**	151,071
MT. SAN JACINTO	MT. SAN JACINTO	23,076	**68.63**	33,622	1,247	**49.62**	2,513	1,559	**70.54**	2,210	28,519	**66.03**	43,193
NAPA VALLEY	NAPA VALLEY	20,952	**71.59**	29,265	1,556	**61.53**	2,529	1,450	**88.52**	1,638	24,944	**70.73**	35,267
NORTH ORANGE	CYPRESS	31,063	**61.46**	50,539	2,080	**58.62**	3,548	13,215	**68.09**	19,407	53,508	**62.82**	85,172
NORTH ORANGE	FULLERTON	47,363	**63.44**	74,657	3,510	**56.49**	6,213	10,665	**64.99**	16,410	73,027	**62.92**	116,065
PALO VERDE	PALO VERDE	1,526	**69.11**	2,208	292	**55.20**	529	2,226	**96.24**	2,313	4,901	**76.69**	6,391
PALOMAR	PALOMAR	79,036	**72.26**	109,376	2,599	**54.83**	4,740	712	**80.91**	880	91,566	**70.88**	129,189
PASADENA	PASADENA CITY	74,645	**66.59**	112,101	4,698	**58.79**	7,991	8,559	**73.59**	11,630	96,721	**66.07**	146,388
PERALTA	ALAMEDA	10,774	**69.59**	15,482	1,387	**56.77**	2,443	1,452	**65.58**	2,214	15,557	**66.18**	23,506
PERALTA	LANEY	24,397	**66.20**	36,854	3,617	**66.76**	5,418	6,086	**73.89**	8,237	38,649	**66.72**	57,923
PERALTA	MERRITT	14,241	**69.29**	20,554	1,085	**47.78**	2,271	1,068	**82.53**	1,294	19,169	**67.95**	28,210
PERALTA	VISTA	6,701	**87.13**	7,691	519	**79.97**	649	2,334	**71.82**	3,250	10,301	**81.62**	12,620
RANCHO SANTIAGO	SANTA ANA	44,270	**65.59**	67,491	5,282	**63.65**	8,299	18,497	**83.58**	22,132	82,325	**68.94**	119,413
RANCHO SANTIAGO	SANTIAGO CANYON	14,614	**66.54**	21,963	551	**58.25**	946	4,565	**54.49**	8,377	21,642	**62.78**	34,471
REDWOODS	REDWOODS	26,762	**72.60**	36,860	2,000	**61.80**	3,236	1,643	**81.26**	2,022	33,224	**70.77**	46,946
RIO HONDO	RIO HONDO	30,729	**54.95**	55,919	4,948	**50.41**	9,815	17,216	**86.08**	19,999	55,494	**60.00**	92,486
RIVERSIDE	RIVERSIDE	67,344	**69.24**	97,263	3,132	**57.83**	5,416	11,589	**67.97**	17,050	89,992	**67.51**	133,295
SAN BERNARDINO	CRAFTON HILLS	13,661	**67.04**	20,376	561	**48.32**	1,161	2,059	**82.29**	2,502	19,318	**66.64**	28,988
SAN BERNARDINO	SAN BERNARDINO	34,184	**66.90**	51,099	2,464	**54.17**	4,549	4,223	**83.52**	5,056	44,612	**66.03**	67,559
SAN DIEGO	SAN DIEGO CITY	35,842	**62.58**	57,272	2,528	**49.54**	5,103	5,033	**73.94**	6,807	47,979	**61.37**	78,183
SAN DIEGO	SAN DIEGO MESA	67,642	**65.54**	103,215	1,851	**55.15**	3,356	2,444	**76.54**	3,193	78,215	**64.48**	121,295
SAN DIEGO	SAN DIEGO MIRAMAR	20,481	**73.21**	27,975	860	**59.89**	1,436	5,420	**95.56**	5,672	28,012	**74.43**	37,637
SAN FRANCISCO	SAN FRANCISCO CITY	96,338	**70.50**	136,658	3,447	**56.05**	6,150	2,206	**71.48**	3,086	109,879	**69.35**	158,440
SAN FRANCISCO	SAN FRANCISCO CTRS	0		0	0		0	0		10	0		48
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	53,929	**63.14**	85,407	4,415	**56.99**	7,747	4,285	**76.16**	5,626	67,992	**62.30**	109,141
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	21,873	**67.02**	32,636	4,024	**60.90**	6,608	5,085	**68.35**	7,440	34,943	**65.30**	53,512
SAN JOSE-EVERGREEN	SAN JOSE CITY	23,797	**70.94**	33,545	4,399	**57.64**	7,632	1,658	**77.99**	2,126	33,442	**67.56**	49,499
SAN LUIS OBISPO	CUESTA	31,954	**71.66**	44,589	1,655	**60.40**	2,740	1,935	**82.48**	2,346	39,277	**70.61**	55,626
SAN MATEO	CANADA	17,554	**75.01**	23,401	2,368	**65.81**	3,598	1,293	**61.40**	2,106	22,610	**69.59**	32,489
SAN MATEO	SAN MATEO	37,288	**68.96**	54,074	2,288	**57.95**	3,948	3,449	**87.16**	3,957	46,195	**68.39**	67,547
SAN MATEO	SKYLINE	26,951	**68.54**	39,321	1,734	**62.31**	2,783	1,001	**82.39**	1,215	32,248	**67.55**	47,740

BEST COPY AVAILABLE

Count of Enrollments by Course Type and Completion During the 1997-98 Academic Year *(Continued)*

District	College	Successful Transfer	Completed Transfer	Attempted Transfer	Successful Basic Skills	Completed Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Completed Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
SANTA BARBARA	SANTA BARBARA CITY	52,253	**71.31**	73,280	2,483	**58.00**	4,281	3,098	**80.87**	3,831	60,424	**70.28**	85,980
SANTA CLARITA	CANYONS	24,683	**70.88**	34,825	1,924	**56.34**	3,415	614	**70.17**	875	29,709	**68.89**	43,127
SANTA MONICA	SANTA MONICA CITY	85,054	**66.36**	128,171	5,551	**56.53**	9,820	4,173	**64.90**	6,430	99,490	**64.60**	154,009
SEQUOIAS	SEQUOIAS	34,674	**71.47**	48,514	2,083	**53.21**	3,915	1,413	**75.00**	1,884	44,104	**69.35**	63,597
SHASTA-TEHAMA	SHASTA	32,300	**75.14**	42,988	1,647	**65.07**	2,531	4,347	**74.23**	5,856	43,773	**74.60**	58,674
SIERRA	SIERRA	55,208	**69.21**	79,768	951	**56.41**	1,686	2,456	**83.37**	2,946	63,628	**68.46**	92,937
SISKIYOUS	SISKIYOUS	11,219	**77.83**	14,415	1,612	**62.38**	2,584	856	**89.63**	955	14,536	**74.63**	19,478
SOLANO	SOLANO	33,617	**72.78**	46,191	2,400	**58.38**	4,111	2,733	**82.15**	3,327	41,315	**71.52**	57,770
SONOMA	SANTA ROSA	82,187	**71.93**	114,266	6,189	**65.10**	9,507	11,710	**78.45**	14,926	110,023	**70.95**	155,065
SOUTH ORANGE	IRVINE VALLEY	29,847	**67.91**	43,948	1,332	**63.01**	2,114	2,637	**67.81**	3,889	37,104	**67.01**	55,367
SOUTH ORANGE	SADDLEBACK	55,122	**70.25**	78,465	1,530	**61.54**	2,486	4,948	**77.18**	6,411	70,481	**70.06**	100,606
SOUTHWESTERN	SOUTHWESTERN	56,583	**70.23**	80,563	4,606	**62.05**	7,423	1,906	**81.11**	2,350	66,891	**68.89**	97,095
STATE CENTER	FRESNO CITY	60,231	**63.32**	95,127	2,735	**64.16**	4,263	7,386	**76.63**	9,638	73,779	**64.22**	114,880
STATE CENTER	KINGS RIVER	24,872	**67.58**	36,803	1,453	**56.10**	2,590	1,252	**82.75**	1,513	30,830	**65.99**	46,722
VENTURA	MOORPARK	44,212	**69.10**	63,980	2,759	**59.04**	4,673	2,331	**79.47**	2,933	53,829	**68.45**	78,645
VENTURA	OXNARD	16,040	**70.03**	22,903	3,113	**57.69**	5,396	3,650	**75.73**	4,820	24,684	**68.67**	35,948
VENTURA	VENTURA	37,665	**70.30**	53,579	3,131	**68.93**	4,542	3,243	**75.42**	4,300	46,797	**69.59**	67,242
VICTOR VALLEY	VICTOR VALLEY	9,861	**63.28**	15,583	1,439	**49.45**	2,910	5,998	**71.38**	8,403	30,707	**63.25**	48,550
WEST HILLS	WEST HILLS	10,757	**68.29**	15,752	1,171	**67.88**	1,725	1,231	**64.93**	1,896	15,054	**67.04**	22,454
WEST KERN	TAFT	3,937	**74.54**	5,282	268	**52.04**	515	4,983	**97.67**	5,102	9,532	**82.24**	11,591
WEST VALLEY-MISSION	MISSION	26,981	**70.03**	38,530	1,777	**56.09**	3,168	718	**87.78**	818	32,882	**68.77**	47,815
WEST VALLEY-MISSION	WEST VALLEY	40,815	**69.04**	59,120	2,203	**57.12**	3,857	4,234	**72.72**	5,822	51,332	**68.73**	74,689
YOSEMITE	COLUMBIA	8,179	**72.59**	11,268	215	**54.57**	394	654	**67.84**	964	9,703	**70.84**	13,697
YOSEMITE	MODESTO	45,247	**67.53**	66,998	3,317	**60.51**	5,482	4,894	**65.37**	7,487	59,016	**65.80**	89,690
YUBA	YUBA	30,181	**73.21**	41,224	2,788	**55.94**	4,984	4,099	**78.15**	5,245	40,492	**71.17**	56,896
	Statewide Totals	**3,633,112**	**68.69**	**5,288,767**	**279,412**	**58.98**	**473,719**	**446,471**	**77.15**	**578,741**	**4,967,463**	**68.08**	**7,296,060**

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B","C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP","UD","UG" and "XX".

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A","B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Successful Course Completion 1998-99

California Community Colleges
Count of Enrollments by Course Type and Completion During the 1998-99 Academic Year

District	College	Successful Transfer	Percent Successful Transfer	Attempted Transfer	Successful Basic Skills	Percent Successful Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Percent Successful Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
ALLAN HANCOCK	ALLAN HANCOCK	29,476	**73.05**	40,351	1,641	**62.37**	2,631	9,577	**82.97**	11,543	43,479	**73.52**	59,135
ANTELOPE VALLEY	ANTELOPE VALLEY	34,114	**70.72**	48,236	2,978	**53.18**	5,600	3,222	**68.32**	4,716	44,081	**67.10**	65,694
BARSTOW	BARSTOW	6,774	**70.23**	9,646	323	**56.57**	571	2,622	**77.83**	3,369	10,901	**71.19**	15,313
BUTTE	BUTTE	40,127	**73.93**	54,279	2,289	**69.43**	3,297	3,177	**93.52**	3,397	62,016	**76.86**	80,689
CABRILLO	CABRILLO	40,318	**70.56**	57,144	2,089	**64.36**	3,246	7,243	**74.10**	9,775	58,234	**69.45**	83,855
CERRITOS	CERRITOS	54,551	**62.18**	87,726	5,945	**60.92**	9,759	8,121	**74.82**	10,854	74,770	**62.62**	119,395
CHABOT-LAS POSITAS	CHABOT	46,355	**67.45**	68,720	3,485	**53.26**	6,543	1,684	**82.31**	2,046	53,371	**67.15**	79,486
CHABOT-LAS POSITAS	LAS POSITAS	23,457	**72.69**	32,268	1,676	**70.78**	2,368	1,261	**85.55**	1,474	27,901	**73.39**	38,017
CHAFFEY	CHAFFEY	45,350	**65.54**	69,194	2,915	**58.22**	5,007	4,232	**77.95**	5,429	58,953	**64.95**	90,760
CITRUS	CITRUS	31,838	**66.40**	47,950	2,188	**54.36**	4,025	3,196	**79.68**	4,011	44,987	**65.40**	68,791
COAST	COASTLINE	22,127	**70.59**	31,348	1,925	**68.82**	2,797	642	**83.59**	768	26,224	**70.51**	37,194
COAST	GOLDEN WEST	36,038	**67.71**	53,223	3,410	**55.32**	6,164	6,412	**87.66**	7,315	49,825	**67.74**	73,555
COAST	ORANGE COAST	90,457	**70.42**	128,448	1,991	**63.03**	3,159	0		0	96,964	**69.35**	139,820
COMPTON	COMPTON	16,072	**69.66**	23,072	4,358	**60.59**	7,193	2,478	**68.91**	3,596	23,728	**67.60**	35,098
CONTRA COSTA	CONTRA COSTA	20,070	**73.94**	27,144	1,609	**56.88**	2,829	2,828	**81.99**	3,449	32,188	**71.68**	44,904
CONTRA COSTA	DIABLO VALLEY	78,471	**71.85**	109,215	2,707	**67.52**	4,009	10,583	**81.89**	12,923	99,357	**72.46**	137,118
CONTRA COSTA	LOS MEDANOS	16,811	**69.08**	24,336	233	**64.72**	360	9,354	**80.02**	11,690	32,748	**70.83**	46,236
DESERT	DESERT	26,811	**72.83**	36,811	5,006	**58.67**	8,532	2,536	**75.93**	3,340	36,372	**70.03**	51,935
EL CAMINO	EL CAMINO	71,290	**65.88**	108,217	5,832	**55.93**	10,427	2,186	**77.19**	2,832	86,746	**63.98**	135,584
FEATHER RIVER	FEATHER RIVER	5,748	**79.36**	7,243	286	**49.48**	578	757	**73.28**	1,033	7,054	**76.35**	9,239
FOOTHILL-DEANZA	DE ANZA	106,044	**76.19**	139,189	3,956	**68.66**	5,762	6,998	**74.76**	9,360	136,236	**75.63**	180,135
FOOTHILL-DEANZA	FOOTHILL	59,665	**81.82**	72,919	676	**77.79**	869	2,350	**82.72**	2,841	82,235	**82.68**	99,459
FREMONT-NEWARK	OHLONE	27,846	**71.93**	38,713	2,613	**62.29**	4,195	6,244	**91.05**	6,858	43,905	**72.69**	60,404
GAVILAN	GAVILAN	13,369	**70.46**	18,974	1,987	**58.91**	3,373	980	**81.19**	1,207	17,971	**68.40**	26,275
GLENDALE	GLENDALE	44,961	**69.41**	64,772	2,807	**66.27**	4,236	1,979	**80.25**	2,466	58,769	**69.19**	84,935
GROSSMONT-CUYAMACA	CUYAMACA	19,491	**65.33**	29,833	933	**61.50**	1,517	94	**61.44**	153	21,933	**64.88**	33,805
GROSSMONT-CUYAMACA	GROSSMONT	59,867	**64.83**	92,348	2,483	**56.18**	4,420	244	**74.62**	327	70,444	**64.43**	109,332
HARTNELL	HARTNELL	29,485	**72.48**	40,682	2,857	**56.33**	5,072	2,832	**86.61**	3,270	37,542	**70.63**	53,155
IMPERIAL	IMPERIAL VALLEY	19,858	**83.44**	23,800	3,136	**79.23**	3,958	3,316	**92.63**	3,580	30,558	**83.87**	36,437
KERN	BAKERSFIELD	40,198	**64.41**	62,413	3,218	**52.95**	6,078	6,275	**80.19**	7,825	53,311	**64.31**	82,892
KERN	CERRO COSO	13,715	**70.82**	19,366	658	**60.20**	1,093	2,560	**89.32**	2,866	19,230	**70.39**	27,318
KERN	PORTERVILLE	10,115	**61.31**	16,498	383	**42.37**	904	2,224	**78.17**	2,845	14,874	**60.43**	24,613
LAKE TAHOE	LAKE TAHOE	10,789	**76.40**	14,121	644	**64.40**	1,000	1,463	**74.83**	1,955	14,720	**75.83**	19,411
LASSEN	LASSEN	10,633	**79.70**	13,341	110	**59.78**	184	1,382	**77.47**	1,784	14,468	**79.76**	18,140
LONG BEACH	LONG BEACH CITY	69,898	**68.85**	101,520	6,677	**62.26**	10,725	9,582	**77.04**	12,438	92,773	**68.24**	135,945
LOS ANGELES	EAST L.A.	63,007	**70.70**	89,113	4,106	**61.96**	6,627	1,470	**65.51**	2,244	73,883	**68.80**	107,388
LOS ANGELES	L.A. CITY	40,950	**66.94**	61,173	9,976	**58.19**	17,144	2,974	**73.20**	4,063	57,491	**64.48**	89,160
LOS ANGELES	L.A. HARBOR	25,295	**68.86**	36,732	2,170	**54.07**	4,013	1,267	**69.54**	1,822	30,415	**66.52**	45,720
LOS ANGELES	L.A. I.T.V.	1,703	**37.10**	4,590	0		0	0		0	1,703	**37.10**	4,590

Count of Enrollments by Course Type and Completion During the 1998-99 Academic Year *(Continued)*

District	College	Successful Transfer	Percent Successful Transfer	Attempted Transfer	Successful Basic Skills	Percent Successful Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Percent Successful Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
LOS ANGELES	L.A. MISSION	16,509	**67.80**	24,348	2,898	**59.24**	4,892	689	**77.85**	885	21,886	**65.35**	33,488
LOS ANGELES	L.A. PIERCE	42,813	**69.15**	61,911	2,017	**64.71**	3,117	1,802	**75.49**	2,387	50,523	**68.82**	73,412
LOS ANGELES	L.A. TRADE-TECH	25,133	**70.44**	35,681	3,971	**49.76**	7,981	10,810	**75.41**	14,335	45,732	**67.65**	67,599
LOS ANGELES	L.A. VALLEY	50,127	**68.24**	73,454	4,649	**61.45**	7,566	1,680	**72.51**	2,317	60,738	**66.73**	91,021
LOS ANGELES	SOUTHWEST L.A.	14,426	**66.98**	21,538	3,707	**52.17**	7,105	383	**75.54**	507	19,860	**62.94**	31,554
LOS ANGELES	WEST L.A.	21,904	**67.13**	32,629	2,198	**63.90**	3,440	3,285	**83.02**	3,957	29,608	**67.63**	43,782
LOS RIOS	AMERICAN RIVER	70,772	**69.05**	102,491	4,796	**62.96**	7,617	15,069	**89.40**	16,855	101,033	**70.49**	143,321
LOS RIOS	COSUMNES RIVER	43,041	**70.04**	61,453	2,570	**54.88**	4,683	2,836	**71.83**	3,948	51,846	**68.18**	76,038
LOS RIOS	SACRAMENTO CITY	54,778	**66.67**	82,158	4,031	**54.23**	7,433	2,996	**78.18**	3,832	70,520	**65.34**	107,924
MARIN	MARIN	30,187	**71.61**	42,157	1,101	**53.34**	2,064	64	**81.01**	79	33,722	**70.03**	48,153
MENDOCINO-LAKE	MENDOCINO	11,162	**68.85**	16,213	1,105	**69.24**	1,596	885	**74.06**	1,195	15,758	**68.91**	22,867
MERCED	MERCED	28,464	**68.49**	41,562	2,871	**52.47**	5,472	5,665	**89.66**	6,318	40,132	**67.24**	59,687
MIRA COSTA	MIRA COSTA	26,171	**66.64**	39,271	1,661	**60.75**	2,734	3,664	**72.99**	5,020	33,796	**63.53**	53,195
MONTEREY	MONTEREY	23,019	**76.46**	30,105	2,067	**69.90**	2,957	6,621	**83.61**	7,919	35,752	**77.11**	46,365
MT. SAN ANTONIO	MT. SAN ANTONIO	77,624	**69.48**	111,718	9,201	**60.69**	15,160	8,996	**79.61**	11,300	108,697	**68.03**	159,783
MT. SAN JACINTO	MT. SAN JACINTO	25,665	**67.41**	38,073	1,424	**52.68**	2,703	1,211	**70.24**	1,724	31,316	**65.19**	48,040
NAPA VALLEY	NAPA VALLEY	21,343	**71.62**	29,800	1,454	**58.21**	2,498	1,358	**87.39**	1,554	25,101	**70.06**	35,826
NORTH ORANGE	CYPRESS	33,544	**63.59**	52,750	2,269	**58.25**	3,895	14,601	**69.65**	20,964	57,362	**64.64**	88,735
NORTH ORANGE	FULLERTON	50,207	**64.55**	77,786	3,488	**56.53**	6,170	9,789	**64.55**	15,165	75,717	**63.59**	119,075
PALO VERDE	PALO VERDE	1,809	**72.27**	2,503	340	**56.67**	600	3,763	**98.12**	3,835	6,773	**82.32**	8,228
PALOMAR	PALOMAR	78,803	**71.90**	109,605	2,821	**56.36**	5,005	656	**82.00**	800	91,035	**70.55**	129,032
PASADENA	PASADENA CITY	75,547	**67.37**	112,140	4,695	**59.39**	7,906	9,074	**74.87**	12,119	98,357	**66.92**	146,979
PERALTA	ALAMEDA	11,934	**69.19**	17,249	1,660	**52.97**	3,134	1,426	**69.22**	2,060	17,620	**66.18**	26,623
PERALTA	LANEY	24,817	**66.50**	37,319	3,762	**63.59**	5,916	6,080	**71.53**	8,500	39,921	**66.40**	60,120
PERALTA	MERRITT	15,209	**71.15**	21,375	1,217	**55.93**	2,176	1,551	**80.61**	1,924	20,299	**70.05**	28,978
PERALTA	VISTA	7,600	**67.00**	11,343	511	**57.81**	884	2,209	**65.55**	3,370	11,188	**65.34**	17,124
RANCHO SANTIAGO	SANTA ANA	47,593	**66.97**	71,071	5,679	**61.20**	9,279	17,708	**89.62**	19,759	85,269	**70.30**	121,296
RANCHO SANTIAGO	SANTIAGO CANYON	16,884	**65.96**	25,599	810	**62.16**	1,303	8,454	**80.66**	10,481	28,281	**69.05**	40,957
REDWOODS	REDWOODS	27,363	**74.00**	36,978	2,293	**64.57**	3,551	1,584	**82.93**	1,910	34,286	**71.96**	47,649
RIO HONDO	RIO HONDO	32,523	**56.59**	57,468	5,508	**47.49**	11,599	30,838	**91.62**	33,657	71,498	**65.80**	108,655
RIVERSIDE	RIVERSIDE	66,456	**70.77**	93,902	3,042	**60.73**	5,009	13,624	**71.33**	19,099	90,628	**69.75**	129,930
SAN BERNARDINO	CRAFTON HILLS	12,918	**64.32**	20,083	650	**52.89**	1,229	2,558	**85.90**	2,978	19,041	**65.12**	29,240
SAN BERNARDINO	SAN BERNARDINO	34,525	**66.48**	51,932	2,208	**51.89**	4,255	4,014	**84.67**	4,741	43,501	**65.38**	66,533
SAN DIEGO	SAN DIEGO CITY	36,207	**64.19**	56,408	2,367	**50.90**	4,650	5,435	**72.23**	7,525	49,937	**62.59**	79,786
SAN DIEGO	SAN DIEGO MESA	70,551	**66.30**	106,408	1,703	**56.04**	3,039	3,071	**79.11**	3,882	82,106	**65.39**	125,567
SAN DIEGO	SAN DIEGO MIRAMAR	20,452	**74.58**	27,422	776	**61.59**	1,260	5,033	**91.76**	5,485	27,656	**75.30**	36,727
SAN FRANCISCO	SAN FRANCISCO CITY	97,391	**69.38**	140,380	3,513	**55.31**	6,351	1,695	**70.98**	2,388	110,061	**68.28**	161,189
SAN FRANCISCO	SAN FRANCISCO CTRS	0		0	0		0	0		2	0		19
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	53,732	**64.19**	83,714	3,567	**53.51**	6,666	2,012	**69.28**	2,904	65,305	**62.36**	104,721
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	23,093	**66.85**	34,544	4,260	**62.10**	6,860	4,464	**93.16**	4,792	36,107	**67.77**	53,278
SAN JOSE-EVERGREEN	SAN JOSE CITY	25,985	**72.32**	35,933	4,158	**56.11**	7,411	1,456	**85.15**	1,710	35,033	**68.68**	51,006

BEST COPY AVAILABLE

Count of Enrollments by Course Type and Completion During the 1998-99 Academic Year *(Continued)*

District	College	Successful Transfer	Percent Successful Transfer	Attempted Transfer	Successful Basic Skills	Percent Successful Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Percent Successful Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
SAN LUIS OBISPO	CUESTA	33,497	**71.11**	47,105	1,630	**60.71**	2,685	2,081	**81.35**	2,558	41,124	**69.91**	58,828
SAN MATEO	CANADA	17,557	**72.77**	24,128	2,212	**61.77**	3,581	1,147	**56.75**	2,021	22,319	**67.64**	32,995
SAN MATEO	SAN MATEO	38,849	**68.31**	56,871	2,194	**60.01**	3,656	3,825	**86.34**	4,430	48,300	**68.01**	71,016
SAN MATEO	SKYLINE	27,811	**67.99**	40,903	1,660	**59.65**	2,783	1,302	**80.52**	1,617	33,153	**66.53**	49,834
SANTA BARBARA	SANTA BARBARA	52,709	**71.28**	73,946	2,153	**58.30**	3,693	2,828	**79.19**	3,571	59,898	**70.22**	85,298
SANTA CLARITA	CANYONS	29,628	**70.05**	42,295	2,473	**55.92**	4,422	935	**68.05**	1,374	36,500	**68.00**	53,678
SANTA MONICA	SANTA MONICA CITY	95,235	**66.83**	142,509	5,313	**56.91**	9,336	4,150	**64.34**	6,450	109,258	**65.32**	167,267
SEQUOIAS	SEQUOIAS	34,813	**70.00**	49,736	2,153	**50.75**	4,242	1,486	**77.15**	1,926	45,193	**68.12**	66,347
SHASTA-TEHAMA-TRINITY	SHASTA	32,674	**74.36**	43,938	1,715	**66.29**	2,587	4,245	**74.87**	5,670	46,024	**74.90**	61,449
SIERRA	SIERRA	59,047	**68.81**	85,806	963	**56.45**	1,706	3,211	**80.17**	4,005	69,384	**68.16**	101,802
SISKIYOUS	SISKIYOUS	11,548	**79.25**	14,571	1,652	**65.92**	2,506	996	**84.98**	1,172	15,009	**76.16**	19,707
SOLANO	SOLANO	32,910	**71.95**	45,740	2,022	**52.23**	3,871	2,584	**82.32**	3,139	40,334	**70.45**	57,251
SONOMA	SANTA ROSA	82,783	**72.40**	114,336	4,853	**62.32**	7,787	11,278	**77.73**	14,509	110,258	**71.01**	155,270
SOUTH ORANGE	IRVINE VALLEY	29,487	**66.71**	44,199	1,387	**65.42**	2,120	2,602	**65.20**	3,991	36,416	**66.02**	55,156
SOUTH ORANGE	SADDLEBACK	55,614	**70.18**	79,248	1,398	**56.46**	2,476	4,820	**76.91**	6,267	71,251	**69.89**	101,949
SOUTHWESTERN	SOUTHWESTERN	61,437	**71.46**	85,970	4,836	**61.80**	7,825	1,977	**81.69**	2,420	71,985	**69.82**	103,105
STATE CENTER	FRESNO CITY	57,817	**61.69**	93,720	2,865	**60.48**	4,737	7,271	**70.06**	10,378	71,739	**61.84**	116,005
STATE CENTER	REEDLEY	26,649	**68.22**	39,066	1,192	**56.55**	2,108	1,163	**81.33**	1,430	32,604	**66.46**	49,055
VENTURA	MOORPARK	49,757	**70.71**	70,370	2,879	**58.09**	4,956	2,645	**81.09**	3,262	60,146	**70.19**	85,696
VENTURA	OXNARD	17,860	**71.45**	24,995	3,171	**57.20**	5,544	3,873	**74.54**	5,196	27,290	**69.58**	39,220
VENTURA	VENTURA	38,269	**69.95**	54,712	2,503	**66.13**	3,785	3,141	**73.94**	4,248	47,154	**69.32**	68,019
VICTOR VALLEY	VICTOR VALLEY	10,465	**62.34**	16,787	1,670	**51.27**	3,257	6,913	**70.72**	9,775	33,918	**61.97**	54,734
WEST HILLS	WEST HILLS	11,710	**67.17**	17,434	1,328	**68.28**	1,945	1,400	**64.84**	2,159	16,570	**66.43**	24,944
WEST KERN	TAFT	3,974	**77.17**	5,150	314	**54.23**	579	8,264	**98.32**	8,405	12,861	**87.40**	14,715
WEST VALLEY-MISSION	MISSION	29,958	**67.51**	44,373	2,058	**55.83**	3,686	1,085	**93.37**	1,162	36,743	**67.04**	54,806
WEST VALLEY-MISSION	WEST VALLEY	41,100	**69.33**	59,278	2,137	**59.84**	3,571	4,083	**73.99**	5,518	52,131	**69.40**	75,122
YOSEMITE	COLUMBIA	8,373	**70.34**	11,903	179	**57.56**	311	810	**65.96**	1,228	10,288	**69.06**	14,897
YOSEMITE	MODESTO	47,362	**66.69**	71,015	3,439	**59.94**	5,737	5,520	**65.02**	8,490	62,317	**64.82**	96,134
YUBA	YUBA	32,480	**71.32**	45,539	3,161	**53.95**	5,859	4,088	**74.63**	5,478	43,313	**68.95**	62,818
	Statewide Totals	**3,922,798**	**69.08**	**5,678,785**	**280,804**	**58.65**	**478,782**	**455,177**	**78.82**	**577,495**	**5,178,841**	**68.40**	**7,571,551**

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B","C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

Attempted enrollments are those where Enrollment Grade (SX04) equals "A","B","C","D","F","CR","NC", "I*","MW" or "W".

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP","UD","UG" and "XX".

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A","B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Goal Four

Workforce Development— Successful Course Completion of Vocational Education Courses

1997-98 and 1998-99

Workforce Development Goal Statement
(Base Year 1995-96 to 2005-06)

I. **An increase from 16,810 to 22,788 in the number of successfully completed Apprenticeship course enrollments; from 242,436 to 329,041 in the number of successfully completed Advanced-level Vocational course enrollments; and from 684,385 to 927,887 in the number of successfully completed Introductory Vocational course enrollments.**

II. **An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education. [Note: Base year is Fall 1996.]**

III. **An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education.**

IV. **An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training. (Data is shown only for subgoal I.)**

Workforce Development—
Successful Course Completion of Vocational Education Courses
1997-98

California Community Colleges
Count of Enrollments in Vocational Courses by S.A.M. Code During the 1997-98 Academic Year

District	College	S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
		Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
ALLAN HANCOCK	ALLAN HANCOCK	139	150	150	2,362	2,472	2,616	12,686	14,554	16,700	15,187	17,176	19,466
ANTELOPE VALLEY	ANTELOPE VALLEY	0	0	0	765	880	954	5,969	7,427	8,513	6,734	8,307	9,467
BARSTOW	BARSTOW	0	0	0	0	0	0	3,624	4,218	4,687	3,624	4,218	4,687
BUTTE	BUTTE	0	0	0	2,702	2,765	2,837	4,700	5,247	5,548	7,402	8,012	8,385
CABRILLO	CABRILLO	0	0	0	1,684	1,919	2,187	9,257	10,598	11,995	10,941	12,517	14,182
CERRITOS	CERRITOS	0	0	0	10,307	11,639	14,013	9,661	11,361	14,312	19,968	23,000	28,325
CHABOT-LAS POSITAS	CHABOT	515	584	630	4,663	5,034	5,627	8,330	9,897	12,860	13,508	15,515	19,117
CHABOT-LAS POSITAS	LAS POSITAS	11	11	11	1,250	1,370	1,578	3,891	4,349	5,298	5,152	5,730	6,887
CHAFFEY	CHAFFEY	0	0	0	965	1,091	1,284	7,373	8,324	9,673	8,338	9,415	10,957
CITRUS	CITRUS	0	0	0	585	667	692	3,656	4,391	4,825	4,241	5,058	5,517
COAST	COASTLINE	0	0	0	2,951	3,432	3,795	4,768	6,300	7,174	7,719	9,732	10,969
COAST	GOLDEN WEST	0	0	0	4,848	5,250	5,643	5,832	6,684	7,711	10,680	11,934	13,354
COAST	ORANGE COAST	0	0	0	1,322	1,432	1,572	5,644	6,465	7,536	6,966	7,897	9,108
COMPTON	COMPTON	62	80	110	1,791	1,985	2,325	3,420	3,666	4,716	5,273	5,731	7,151
CONTRA COSTA	CONTRA COSTA	70	83	85	909	1,071	1,249	4,700	5,491	6,434	5,679	6,645	7,768
CONTRA COSTA	DIABLO VALLEY	967	984	1,054	1,906	2,064	2,384	14,409	16,189	18,839	17,282	19,237	22,277
CONTRA COSTA	LOS MEDANOS	0	0	0	3,876	4,050	4,194	7,794	9,405	11,297	11,670	13,455	15,491
DESERT	DESERT	0	0	0	1,285	1,465	1,655	4,722	5,369	6,052	6,007	6,834	7,707
EL CAMINO	EL CAMINO	0	0	0	2,479	2,775	3,482	10,108	12,083	14,835	12,587	14,858	18,317
FEATHER RIVER	FEATHER RIVER	0	0	0	96	114	121	2,530	2,790	3,128	2,626	2,904	3,249
FOOTHILL-DEANZA	DE ANZA	392	415	428	5,458	5,894	6,378	23,106	26,623	30,135	28,956	32,932	36,941
FOOTHILL-DEANZA	FOOTHILL	267	285	299	2,206	2,332	2,455	10,826	11,522	12,709	13,299	14,139	15,463
FREMONT-NEWARK	OHLONE	0	0	0	496	520	585	5,373	6,026	7,137	5,869	6,546	7,722
GAVILAN	GAVILAN	0	0	0	2,873	2,993	3,090	1,474	1,751	2,075	4,347	4,744	5,165
GLENDALE	GLENDALE	0	0	0	1,077	1,193	1,275	3,169	3,701	4,041	4,246	4,894	5,316
GROSSMONT-CUYAMACA	CUYAMACA	0	0	0	2,686	3,000	3,505	2,443	2,763	3,401	5,129	5,763	6,906
GROSSMONT-CUYAMACA	GROSSMONT	0	0	0	4,783	5,489	6,416	4,230	4,762	5,658	9,013	10,251	12,074
HARTNELL	HARTNELL	40	41	41	1,491	1,652	1,921	6,263	7,019	8,444	7,794	8,712	10,406
IMPERIAL	IMPERIAL VALLEY	14	16	16	1,705	1,914	1,914	3,474	3,953	3,953	5,193	5,883	5,883
KERN	BAKERSFIELD	498	515	530	1,619	1,740	1,877	11,944	13,902	16,470	14,061	16,157	18,877
KERN	CERRO COSO	0	0	0	1,138	1,420	1,559	5,030	5,780	6,395	6,168	7,200	7,954
KERN	PORTERVILLE	7	12	14	1,383	1,486	1,576	1,798	2,110	2,307	3,188	3,608	3,897
LAKE TAHOE	LAKE TAHOE	15	18	27	0	0	0	4,931	5,646	6,290	4,946	5,664	6,317
LASSEN	LASSEN	10	10	11	738	875	951	4,655	5,668	6,269	5,403	6,553	7,231
LONG BEACH	LONG BEACH CITY	0	0	0	2,993	3,189	3,660	16,485	17,831	22,494	19,478	21,020	26,154
LOS ANGELES	EAST L.A.	0	0	0	3,379	3,677	4,006	10,274	11,440	13,181	13,653	15,117	17,187
LOS ANGELES	L.A. CITY	6	7	8	2,060	2,322	2,692	7,209	8,091	9,539	9,275	10,420	12,239
LOS ANGELES	L.A. HARBOR	0	0	0	704	790	944	4,153	4,831	5,944	4,857	5,621	6,888
LOS ANGELES	L.A. I.T.V.	0	0	0	0	0	0	69	81	192	69	81	192
LOS ANGELES	L.A. MISSION	0	0	0	677	753	846	2,301	2,802	3,218	2,978	3,555	4,064

BEST COPY AVAILABLE

Count of Enrollments in Vocational Courses by S.A.M. Code During the 1997-98 Academic Year *(Continued)*

District	College	S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
		Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
LOS ANGELES	L.A. PIERCE	17	26	34	1,309	1,439	1,691	4,681	5,342	6,582	6,007	6,807	8,307
LOS ANGELES	L.A. TRADE-TECH	665	680	739	3,330	3,675	4,041	11,144	12,919	15,393	15,139	17,274	20,173
LOS ANGELES	L.A. VALLEY	5	5	7	1,505	1,633	1,866	6,996	7,938	9,544	8,506	9,576	11,417
LOS ANGELES	SOUTHWEST L.A.	0	0	0	540	650	730	1,769	2,201	2,681	2,309	2,851	3,411
LOS ANGELES	WEST L.A.	366	366	380	876	1,106	1,239	3,669	4,208	4,762	4,911	5,680	6,381
LOS RIOS	AMERICAN RIVER	1,680	1,816	1,959	1,428	1,576	1,756	15,385	17,629	20,180	18,493	21,021	23,895
LOS RIOS	COSUMNES RIVER	0	0	0	1,737	1,898	2,101	10,621	12,528	14,676	12,358	14,426	16,777
LOS RIOS	SACRAMENTO CITY	0	0	0	1,073	1,148	1,269	11,045	12,571	14,382	12,118	13,719	15,651
MARIN	MARIN	0	0	0	613	747	787	7,037	9,090	9,746	7,650	9,837	10,533
MENDOCINO-LAKE	MENDOCINO	0	0	0	346	423	496	2,234	2,680	3,170	2,580	3,103	3,666
MERCED	MERCED	0	0	0	828	876	947	10,312	11,336	12,873	11,140	12,212	13,820
MIRA COSTA	MIRA COSTA	0	0	0	2,144	2,468	2,744	4,484	5,657	7,076	6,628	8,125	9,820
MONTEREY	MONTEREY	0	0	0	581	605	672	15,290	15,895	17,447	15,871	16,500	18,119
MT. SAN ANTONIO	MT. SAN ANTONIO	0	0	1	8,352	9,535	10,619	7,476	8,818	10,042	15,828	18,353	20,662
MT. SAN JACINTO	MT. SAN JACINTO	0	0	0	4,319	5,100	6,363	2,612	3,110	3,835	6,931	8,210	10,198
NAPA VALLEY	NAPA VALLEY	0	0	0	1,887	1,937	2,005	3,294	3,721	4,362	5,181	5,658	6,367
NORTH ORANGE	CYPRESS	0	0	0	3,492	3,983	4,750	11,230	13,570	17,402	14,722	17,553	22,152
NORTH ORANGE	FULLERTON	0	0	0	5,057	6,257	7,708	7,699	9,524	12,118	12,756	15,781	19,826
PALO VERDE	PALO VERDE	0	0	0	13	13	13	2,469	2,601	2,656	2,482	2,614	2,669
PALOMAR	PALOMAR	1,783	1,921	2,058	6,063	6,905	7,478	7,003	8,394	9,086	14,849	17,220	18,622
PASADENA	PASADENA CITY	0	0	0	2,297	2,450	2,885	17,939	20,455	26,021	20,236	22,905	28,906
PERALTA	ALAMEDA	25	28	32	762	847	1,004	2,780	3,262	4,231	3,567	4,137	5,267
PERALTA	LANEY	182	242	275	2,250	2,382	2,865	6,568	7,704	10,057	9,000	10,328	13,197
PERALTA	MERRITT	0	0	0	577	636	758	6,586	7,488	9,346	7,163	8,124	10,104
PERALTA	VISTA	0	0	0	457	553	573	3,411	3,974	4,386	3,868	4,527	4,959
RANCHO SANTIAGO	SANTA ANA	1,044	2,598	2,606	10,484	10,899	11,288	17,117	19,514	22,471	28,645	33,011	36,365
RANCHO SANTIAGO	SANTIAGO CANYON	3,832	7,478	7,522	429	503	610	3,238	3,683	4,293	7,499	11,664	12,425
REDWOODS	REDWOODS	36	42	51	370	405	423	7,247	8,764	9,526	7,653	9,211	10,000
RIO HONDO	RIO HONDO	737	759	975	14,159	14,739	15,436	6,876	8,648	10,366	21,772	24,146	26,777
RIVERSIDE	RIVERSIDE	123	151	152	2,228	2,638	2,840	18,993	25,897	28,052	21,344	28,686	31,044
SAN BERNARDINO	CRAFTON HILLS	0	0	0	895	942	969	2,894	3,154	3,570	3,789	4,096	4,539
SAN BERNARDINO	SAN BERNARDINO	0	0	0	3,767	4,099	4,434	6,904	8,199	9,679	10,671	12,298	14,113
SAN DIEGO	SAN DIEGO CITY	551	563	593	2,513	2,838	3,644	7,570	8,355	10,627	10,634	11,756	14,864
SAN DIEGO	SAN DIEGO MESA	429	458	521	4,813	5,224	6,338	6,698	7,498	10,224	11,940	13,180	17,083
SAN DIEGO	SAN DIEGO MIRAMAR	0	0	0	4,328	4,494	4,904	9,149	9,544	10,593	13,477	14,038	15,497
SAN FRANCISCO	SAN FRANCISCO CITY	12	13	20	9,114	10,068	11,459	14,893	17,636	21,151	24,019	27,717	32,630
SAN FRANCISCO	SAN FRANCISCO CTRS	0	0	0	0	0	0	0	0	10	0	0	10
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	482	498	519	2,262	2,529	2,920	12,575	15,054	18,793	15,319	18,081	22,232
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	0	0	0	2,855	3,081	3,302	5,414	8,014	8,543	8,269	11,095	11,845
SAN JOSE-EVERGREEN	SAN JOSE CITY	133	139	161	2,076	2,232	2,536	3,482	4,100	4,689	5,691	6,471	7,386
SAN LUIS OBISPO	CUESTA	0	0	0	6,126	6,871	7,735	2,932	3,382	4,041	9,058	10,253	11,776

SAN MATEO	CANADA	0	0	0	1,455	1,538	1,784	4,927	5,992	6,927	6,382	7,530	8,711

Count of Enrollments in Vocational Courses by S.A.M. Code During the 1997-98 Academic Year *(Continued)*

District	College	S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
		Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
SAN MATEO	SAN MATEO	1,311	1,329	1,355	766	854	921	8,509	9,736	11,561	10,586	11,919	13,837
SAN MATEO	SKYLINE	357	464	478	1,786	2,044	2,277	3,433	3,990	4,819	5,576	6,498	7,574
SANTA BARBARA	SANTA BARBARA CITY	0	0	0	9,050	10,204	11,527	5,101	5,941	7,024	14,151	16,145	18,551
SANTA CLARITA	CANYONS	0	0	0	2,504	2,864	3,244	4,135	5,097	5,845	6,639	7,961	9,089
SANTA MONICA	SANTA MONICA CITY	41	45	59	15,161	18,234	23,457	5,111	5,963	7,469	20,313	24,242	30,985
SEQUOIAS	SEQUOIAS	69	98	102	2,130	2,466	2,672	7,043	8,690	9,841	9,242	11,254	12,615
SHASTA-TEHAMA-TRI	SHASTA	19	19	20	1,242	1,428	1,578	9,450	11,371	12,740	10,711	12,818	14,338
SIERRA	SIERRA	53	56	68	3,949	4,324	5,072	5,527	6,305	7,554	9,529	10,685	12,694
SISKIYOUS	SISKIYOUS	14	17	22	257	296	320	1,380	1,538	1,665	1,651	1,851	2,007
SOLANO	SOLANO	0	0	0	2,806	3,202	3,436	7,618	8,972	10,105	10,424	12,174	13,541
SONOMA	SANTA ROSA	837	887	899	1,581	1,646	1,743	35,992	41,669	47,782	38,410	44,202	50,424
SOUTH ORANGE	IRVINE VALLEY	0	0	0	1,022	1,335	1,491	5,499	6,924	7,964	6,521	8,259	9,455
SOUTH ORANGE	SADDLEBACK	0	0	0	3,429	3,853	4,461	11,380	13,109	15,245	14,809	16,962	19,706
SOUTHWESTERN	SOUTHWESTERN	122	140	147	1,755	1,928	2,195	11,431	13,430	15,047	13,308	15,498	17,389
STATE CENTER	FRESNO CITY	165	205	220	6,003	6,405	6,794	12,150	15,367	18,333	18,318	21,977	25,347
STATE CENTER	KINGS RIVER	0	0	0	2,173	2,709	3,046	4,755	5,722	6,489	6,928	8,431	9,535
VENTURA	MOORPARK	13	14	14	3,084	3,296	3,567	3,532	4,119	4,817	6,629	7,429	8,398
VENTURA	OXNARD	0	0	0	465	519	588	5,480	6,366	7,317	5,945	6,885	7,905
VENTURA	VENTURA	0	0	0	3,349	3,917	4,408	3,974	4,707	5,486	7,323	8,624	9,894
VICTOR VALLEY	VICTOR VALLEY	8	8	9	716	817	998	5,649	6,506	7,960	6,373	7,331	8,967
WEST HILLS	WEST HILLS	0	0	0	38	41	58	3,999	4,918	5,902	4,037	4,959	5,960
WEST KERN	TAFT	0	0	0	593	607	609	5,169	5,309	5,392	5,762	5,916	6,001
WEST VALLEY-MISSION	MISSION	0	0	0	2,933	3,220	3,589	7,441	8,882	10,480	10,374	12,102	14,069
WEST VALLEY-MISSION	WEST VALLEY	0	0	0	2,174	2,551	2,925	11,532	14,337	16,657	13,706	16,888	19,582
YOSEMITE	COLUMBIA	0	0	0	170	190	231	2,507	2,908	3,465	2,677	3,098	3,696
YOSEMITE	MODESTO	1	1	1	2,281	2,690	3,191	9,048	10,490	13,723	11,330	13,181	16,915
YUBA	YUBA	0	0	0	2,217	2,491	2,815	9,291	10,747	12,247	11,508	13,238	15,062
	Statewide Totals	18,125	24,277	25,413	277,556	308,787	349,053	783,060	914,272	1,070,523	1,078,741	1,247,336	1,444,989

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B","C" or "CR".

Completed enrollments (also called retention) are those where Enrollment Grade (SX04) equals "A","B","C","D","F","CR","NC" or "I*".

Attempted enrollments are those where Enrollment Grade (SX04) equals "A","B","C","D","F","CR","NC", "I*","MW" or "W".

Workforce Development—
Successful Course Completion of Vocational Education Courses
1998-99

California Community Colleges
Count of Enrollments in Vocational Courses by S.A.M. Code During the 1998-99 Academic Year

District	College	S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
		Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
ALLAN HANCOCK	ALLAN HANCOCK	85	92	95	2,759	2,891	3,064	14,135	16,336	18,571	16,979	19,319	21,730
ANTELOPE VALLEY	ANTELOPE VALLEY	0	0	0	850	984	1,066	7,894	9,772	11,522	8,744	10,756	12,588
BARSTOW	BARSTOW	0	0	0	25	29	30	4,347	5,179	5,699	4,372	5,208	5,729
BUTTE	BUTTE	0	0	0	2,415	2,510	2,610	4,394	5,078	5,379	6,809	7,588	7,989
CABRILLO	CABRILLO	0	0	0	1,704	1,981	2,260	8,653	10,128	11,638	10,357	12,109	13,898
CERRITOS	CERRITOS	0	0	0	10,548	11,949	14,384	10,591	12,722	15,842	21,139	24,671	30,226
CHABOT-LAS POSITAS	CHABOT	551	599	635	4,553	4,969	5,664	8,676	10,530	13,554	13,780	16,098	19,853
CHABOT-LAS POSITAS	LAS POSITAS	31	32	33	1,082	1,166	1,389	4,780	5,358	6,343	5,893	6,556	7,765
CHAFFEY	CHAFFEY	0	0	0	1,541	1,630	1,780	7,575	8,696	10,123	9,116	10,326	11,903
CITRUS	CITRUS	0	0	0	682	779	820	3,816	4,629	5,102	4,498	5,408	5,922
COAST	COASTLINE	0	0	0	2,900	3,500	3,859	4,873	6,328	7,314	7,773	9,828	11,173
COAST	GOLDEN WEST	0	0	0	3,488	3,926	4,450	6,932	7,759	8,768	10,420	11,685	13,218
COAST	ORANGE COAST	0	0	0	1,489	1,611	1,740	5,857	6,772	7,877	7,346	8,383	9,617
COMPTON	COMPTON	83	86	107	2,330	2,575	3,086	3,605	3,923	5,011	6,018	6,584	8,204
CONTRA COSTA	CONTRA COSTA	60	76	79	1,009	1,207	1,374	4,623	5,525	6,233	5,692	6,808	7,686
CONTRA COSTA	DIABLO VALLEY	952	966	997	2,132	2,355	2,690	16,265	18,447	21,078	19,349	21,768	24,765
CONTRA COSTA	LOS MEDANOS	0	0	0	3,818	3,967	4,152	7,778	9,452	11,024	11,596	13,419	15,176
DESERT	DESERT	4	5	6	1,221	1,351	1,509	5,409	6,172	7,061	6,634	7,528	8,576
EL CAMINO	EL CAMINO	0	0	0	2,590	2,893	3,323	10,606	12,546	15,218	13,196	15,439	18,541
FEATHER RIVER	FEATHER RIVER	0	0	0	55	74	85	2,147	2,475	2,819	2,202	2,549	2,904
FOOTHILL-DEANZA	DE ANZA	234	262	271	5,550	5,968	6,595	24,077	27,655	31,622	29,861	33,885	38,488
FOOTHILL-DEANZA	FOOTHILL	308	359	374	2,044	2,188	2,340	11,568	12,555	13,968	13,920	15,102	16,682
FREMONT-NEWARK	OHLONE	0	0	0	3,348	3,371	3,434	6,141	6,963	8,234	9,489	10,334	11,668
GAVILAN	GAVILAN	0	0	0	2,192	2,323	2,435	2,411	2,775	3,177	4,603	5,098	5,612
GLENDALE	GLENDALE	0	0	0	1,020	1,132	1,200	3,773	4,450	4,834	4,793	5,582	6,034
GROSSMONT-CUYAMACA	CUYAMACA	0	0	0	2,891	3,232	3,827	3,917	4,457	5,465	6,808	7,689	9,292
GROSSMONT-CUYAMACA	GROSSMONT	0	0	0	4,789	5,429	6,375	4,476	4,962	5,804	9,265	10,391	12,179
HARTNELL	HARTNELL	39	39	41	1,353	1,584	1,849	7,450	8,197	9,454	8,842	9,820	11,344
IMPERIAL	IMPERIAL VALLEY	12	15	15	1,844	2,003	2,003	3,760	4,184	4,184	5,616	6,202	6,202
KERN	BAKERSFIELD	592	614	616	2,290	2,404	2,561	10,713	13,173	15,140	13,595	16,191	18,317
KERN	CERRO COSO	6	6	6	1,159	1,563	1,800	5,071	6,004	6,614	6,236	7,573	8,420
KERN	PORTERVILLE	31	41	51	1,283	1,375	1,468	2,587	3,203	3,735	3,901	4,619	5,254
LAKE TAHOE	LAKE TAHOE	43	61	80	0	0	0	4,262	4,881	5,409	4,305	4,942	5,489
LASSEN	LASSEN	3	3	6	702	851	926	4,526	5,353	5,889	5,231	6,207	6,821
LONG BEACH	LONG BEACH CITY	0	0	0	3,207	3,372	3,909	17,889	19,388	24,104	21,096	22,760	28,013
LOS ANGELES	EAST L.A.	0	0	0	1,424	1,656	1,967	11,532	12,769	14,414	12,956	14,425	16,381
LOS ANGELES	L.A. CITY	19	19	19	2,041	2,366	2,666	8,564	9,590	11,153	10,624	11,975	13,838
LOS ANGELES	L.A. HARBOR	0	0	0	830	885	1,041	4,147	4,925	6,056	4,977	5,810	7,097
LOS ANGELES	L.A. I.T.V.	0	0	0	0	0	0	56	78	151	56	78	151
LOS ANGELES	L.A. MISSION	0	0	0	667	768	824	2,912	3,511	4,242	3,579	4,279	5,066
LOS ANGELES	L.A. PIERCE	25	39	43	1,531	1,715	1,963	4,787	5,451	6,510	6,343	7,205	8,516

Count of Enrollments in Vocational Courses by S.A.M. Code During the 1998-99 Academic Year *(Continued)*

District	College	S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
		Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
LOS ANGELES	L.A. TRADE-TECH	837	874	962	3,191	3,452	3,844	11,267	12,951	15,880	15,295	17,277	20,686
LOS ANGELES	L.A. VALLEY	0	6	6	1,626	1,803	2,042	6,222	7,259	8,676	7,848	9,068	10,724
LOS ANGELES	SOUTHWEST L.A.	0	0	0	630	665	766	1,817	2,183	2,664	2,447	2,848	3,430
LOS ANGELES	WEST L.A.	50	127	141	978	1,199	1,323	4,458	4,942	5,460	5,486	6,268	6,924
LOS RIOS	AMERICAN RIVER	2,024	2,115	2,301	1,406	1,559	1,732	25,414	27,807	30,737	28,844	31,481	34,770
LOS RIOS	COSUMNES RIVER	0	0	0	1,881	2,116	2,292	11,004	12,937	15,252	12,885	15,053	17,544
LOS RIOS	SACRAMENTO CITY	0	0	0	1,047	1,123	1,227	9,697	11,488	13,643	10,744	12,611	14,870
MARIN	MARIN	0	0	0	438	584	648	6,513	8,301	9,064	6,951	8,885	9,712
MENDOCINO-LAKE	MENDOCINO	0	0	0	301	361	413	2,360	2,858	3,313	2,661	3,219	3,726
MERCED	MERCED	0	0	0	647	707	789	10,705	11,711	13,151	11,352	12,418	13,940
MIRA COSTA	MIRA COSTA	0	0	0	1,605	1,774	1,997	5,711	6,923	8,647	7,316	8,697	10,644
MONTEREY	MONTEREY	104	107	107	700	738	787	9,023	9,758	11,233	9,827	10,603	12,127
MT. SAN ANTONIO	MT. SAN ANTONIO	0	0	0	8,551	9,827	10,819	9,855	11,526	12,920	18,406	21,353	23,739
MT. SAN JACINTO	MT. SAN JACINTO	0	0	0	4,497	5,439	6,711	2,524	2,987	3,797	7,021	8,426	10,508
NAPA VALLEY	NAPA VALLEY	0	0	0	1,920	2,021	2,115	2,859	3,225	3,921	4,779	5,246	6,036
NORTH ORANGE	CYPRESS	0	0	0	3,736	4,253	5,028	12,455	14,834	18,840	16,191	19,087	23,868
NORTH ORANGE	FULLERTON	0	0	0	4,886	5,968	7,513	7,202	8,723	11,422	12,088	14,691	18,935
PALO VERDE	PALO VERDE	0	0	0	23	27	27	4,203	4,292	4,362	4,226	4,319	4,389
PALOMAR	PALOMAR	2,098	2,244	2,402	5,028	5,832	6,368	6,522	7,928	8,639	13,648	16,004	17,409
PASADENA	PASADENA CITY	0	0	0	2,189	2,350	2,703	18,244	20,891	25,848	20,433	23,241	28,551
PERALTA	ALAMEDA	38	39	40	843	930	1,128	3,160	3,735	4,755	4,041	4,704	5,923
PERALTA	LANEY	204	298	305	2,516	2,722	3,183	6,534	7,738	10,247	9,254	10,758	13,735
PERALTA	MERRITT	0	0	0	730	783	915	7,035	8,055	9,877	7,765	8,838	10,792
PERALTA	VISTA	0	0	0	448	518	638	3,395	4,140	5,041	3,843	4,658	5,679
RANCHO SANTIAGO	SANTA ANA	0	0	0	10,939	11,310	11,754	18,435	20,872	23,804	29,374	32,182	35,558
RANCHO SANTIAGO	SANTIAGO CANYON	7,612	9,384	9,462	479	538	641	3,480	3,871	4,642	11,571	13,793	14,745
REDWOODS	REDWOODS	33	46	48	313	352	371	7,533	9,072	9,900	7,879	9,470	10,319
RIO HONDO	RIO HONDO	872	915	1,270	26,991	27,462	28,257	7,740	9,559	11,282	35,603	37,936	40,809
RIVERSIDE	RIVERSIDE	158	188	190	2,952	3,494	3,621	21,031	28,756	29,958	24,141	32,438	33,769
SAN BERNARDINO	CRAFTON HILLS	0	0	0	856	910	969	2,567	2,860	3,286	3,423	3,770	4,255
SAN BERNARDINO	SAN BERNARDINO	0	0	0	3,946	4,258	4,563	7,028	8,176	9,794	10,974	12,434	14,357
SAN DIEGO	SAN DIEGO CITY	520	532	535	2,610	2,989	3,934	8,117	9,103	11,389	11,247	12,624	15,858
SAN DIEGO	SAN DIEGO MESA	691	777	850	5,023	5,433	6,507	7,414	8,225	10,898	13,128	14,435	18,255
SAN DIEGO	SAN DIEGO MIRAMAR	0	0	0	3,431	3,565	3,950	9,462	9,916	10,927	12,893	13,481	14,877
SAN FRANCISCO	SAN FRANCISCO CITY	22	23	27	9,088	10,164	11,587	16,580	19,954	23,798	25,690	30,141	35,412
SAN FRANCISCO	SAN FRANCISCO CTRS	0	0	0	0	0	1	0	0	1	0	0	2
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	335	343	348	2,046	2,314	2,642	10,349	12,654	16,019	12,730	15,311	19,009
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	0	0	0	2,162	2,433	2,752	5,479	5,934	6,585	7,641	8,367	9,337
SAN JOSE-EVERGREEN	SAN JOSE CITY	160	168	186	1,874	2,010	2,275	3,596	3,974	4,662	5,630	6,152	7,123
SAN LUIS OBISPO	CUESTA	0	0	0	6,008	6,851	7,838	3,261	3,749	4,367	9,269	10,600	12,205
SAN MATEO	SAN MATEO	1,181	1,194	1,209	776	855	932	9,855	11,181	13,704	11,812	13,230	15,845

SAN MATEO	CANADA	**0**	0	0	**1,506**	1,602	1,937	**4,283**	5,341	6,701	**5,789**	6,943	8,638
SAN MATEO	SKYLINE	**659**	696	769	**1,772**	2,017	2,334	**3,629**	4,278	5,299	**6,060**	6,991	8,402

Count of Enrollments in Vocational Courses by S.A.M. Code During the 1998-99 Academic Year *(Continued)*

		S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
District	College	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
SANTA BARBARA	SANTA BARBARA CITY	**0**	0	0	**9,163**	10,492	11,853	**4,976**	5,884	6,796	**14,139**	16,376	18,649
SANTA CLARITA	CANYONS	**0**	0	0	**4,294**	4,633	4,944	**5,705**	7,035	8,215	**9,999**	11,668	13,159
SANTA MONICA	SANTA MONICA CITY	**119**	128	153	**16,470**	19,710	24,833	**6,606**	7,534	9,396	**23,195**	27,372	34,382
SEQUOIAS	SEQUOIAS	15	22	24	**2,207**	2,561	2,829	**7,694**	9,649	10,906	**9,916**	12,232	13,759
SHASTA-TEHAMA-TRI	SHASTA	**26**	26	27	**1,071**	1,292	1,487	**9,751**	11,578	12,984	**10,848**	12,896	14,498
SIERRA	SIERRA	35	40	49	**4,457**	4,826	5,761	**5,518**	6,412	7,748	**10,010**	11,278	13,558
SISKIYOUS	SISKIYOUS	**0**	0	0	**105**	115	130	**1,728**	2,034	2,164	**1,833**	2,149	2,294
SOLANO	SOLANO	**0**	0	0	**1,985**	2,205	2,386	**5,759**	6,681	7,555	**7,744**	8,886	9,941
SONOMA	SANTA ROSA	787	851	869	**1,492**	1,563	1,666	**34,278**	39,772	45,581	**36,557**	42,186	48,116
SOUTH ORANGE	IRVINE VALLEY	**0**	0	0	**1,087**	1,414	1,623	**5,532**	7,061	8,179	**6,619**	8,475	9,802
SOUTH ORANGE	SADDLEBACK	**0**	0	0	**2,657**	3,027	3,457	**11,378**	13,134	15,485	**14,035**	16,161	18,942
SOUTHWESTERN	SOUTHWESTERN	**21**	22	22	**2,012**	2,263	2,537	**13,553**	15,609	17,249	**15,586**	17,894	19,808
STATE CENTER	FRESNO CITY	**169**	233	241	**6,266**	6,979	7,408	**11,520**	16,224	18,770	**17,955**	23,436	26,419
STATE CENTER	REEDLEY	**0**	0	0	**2,073**	2,543	2,862	**5,684**	6,840	7,782	**7,757**	9,383	10,644
VENTURA	MOORPARK	59	64	67	**3,449**	3,646	3,929	**3,890**	4,418	5,184	**7,398**	8,128	9,180
VENTURA	OXNARD	**0**	0	0	**305**	349	379	**6,402**	7,615	8,559	**6,707**	7,964	8,938
VENTURA	VENTURA	**0**	0	0	**3,149**	3,703	4,235	**4,202**	4,989	5,869	**7,351**	8,692	10,104
VICTOR VALLEY	VICTOR VALLEY	**0**	0	0	**678**	776	893	**6,587**	7,610	9,422	**7,265**	8,386	10,315
WEST HILLS	WEST HILLS	**21**	22	22	**31**	43	52	**4,569**	5,488	6,912	**4,621**	5,553	6,986
WEST KERN	TAFT	**0**	0	0	**195**	216	223	**9,236**	9,498	9,634	**9,431**	9,714	9,857
WEST VALLEY-MISSION	MISSION	**0**	0	0	**2,024**	2,331	2,732	**8,054**	9,412	11,380	**10,078**	11,743	14,112
WEST VALLEY-MISSION	WEST VALLEY	**0**	0	0	**2,063**	2,441	2,787	**11,035**	13,559	15,750	**13,098**	16,000	18,537
YOSEMITE	COLUMBIA	**0**	0	0	**245**	291	350	**2,801**	3,374	3,944	**3,046**	3,665	4,294
YOSEMITE	MODESTO	**0**	0	0	**2,276**	2,706	3,297	**9,748**	11,322	14,912	**12,024**	14,028	18,209
YUBA	YUBA	**0**	0	0	**2,141**	2,459	2,874	**10,863**	12,741	14,944	**13,004**	15,200	17,818
	Statewide Totals	**21,928**	24,798	26,106	**291,840**	324,424	365,918	**832,662**	972,491	1,136,060	**1,146,430**	1,321,713	1,528,084

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B","C" or "CR".

Completed enrollments (also called retention) are those where Enrollment Grade (SX04) equals "A","B","C","D","F","CR","NC" or "I*".

Attempted enrollments are those where Enrollment Grade (SX04) equals "A","B","C","D","F","CR","NC", "I*","MW" or "W".

Goal Five

Basic Skills Improvement

Basic Skills Improvement Goal Statement
(Base Year 1995-96 to 2005-06)

An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Basic Skills Improvement
1995-96 through 1997-98

California Community Colleges
Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
ALLAN HANCOCK	ALLAN HANCOCK	663	155	23.38	1,056	317	30.02	1,719	**472**	27.46	23,471
ANTELOPE VALLEY	ANTELOPE VALLEY	1,381	344	24.91	1,522	341	22.40	2,903	**685**	23.60	15,324
BARSTOW	BARSTOW	362	68	18.78	433	82	18.94	795	**150**	18.87	4,173
BUTTE	BUTTE	2,278	688	30.20	1,715	395	23.03	3,993	**1,083**	27.12	17,231
CABRILLO	CABRILLO	1,496	548	36.63	1,290	266	20.62	2,786	**814**	29.22	18,473
CERRITOS	CERRITOS	6,119	2,343	38.29	4,125	879	21.31	10,244	**3,222**	31.45	30,381
CHABOT-LAS POSITAS	CHABOT	3,093	919	29.71	2,021	502	24.84	5,114	**1,421**	27.79	19,343
CHABOT-LAS POSITAS	LAS POSITAS	991	311	31.38	687	169	24.60	1,678	**480**	28.61	8,710
CHAFFEY	CHAFFEY	2,713	514	18.95	1,961	411	20.96	4,674	**925**	19.79	21,223
CITRUS	CITRUS	1,873	519	27.71	2,177	495	22.74	4,050	**1,014**	25.04	18,337
COAST	COASTLINE	2,584	518	20.05	651	146	22.43	3,235	**664**	20.53	18,430
COAST	GOLDEN WEST	3,384	983	29.05	1,249	326	26.10	4,633	**1,309**	28.25	18,234
COAST	ORANGE COAST	2,071	952	45.97	1,235	272	22.02	3,306	**1,224**	37.02	33,170
COMPTON	COMPTON	2,724	531	19.49	2,102	236	11.23	4,826	**767**	15.89	7,859
CONTRA COSTA	CONTRA COSTA	1,972	509	25.81	1,254	224	17.86	3,226	**733**	22.72	12,718
CONTRA COSTA	DIABLO VALLEY	1,459	409	28.03	1,820	423	23.24	3,279	**832**	25.37	33,305
CONTRA COSTA	LOS MEDANOS	778	261	33.55	1,156	188	16.26	1,934	**449**	23.22	14,677
DESERT	DESERT	3,607	939	26.03	2,798	635	22.69	6,405	**1,574**	24.57	13,122
EL CAMINO	EL CAMINO	2,937	1,015	34.56	3,370	750	22.26	6,307	**1,765**	27.98	33,308
FEATHER RIVER	FEATHER RIVER	147	30	20.41	252	34	13.49	399	**64**	16.04	1,981
FOOTHILL-DEANZA	DE ANZA	3,448	1,972	57.19	2,175	610	28.05	5,623	**2,582**	45.92	38,917
FOOTHILL-DEANZA	FOOTHILL	1,757	829	47.18	659	186	28.22	2,416	**1,015**	42.01	25,588
FREMONT-NEWARK	OHLONE	1,820	655	35.99	921	187	20.30	2,741	**842**	30.72	13,259
GAVILAN	GAVILAN	784	204	26.02	469	117	24.95	1,253	**321**	25.62	6,453
GLENDALE	GLENDALE	7,141	1,052	14.73	1,413	289	20.45	8,554	**1,341**	15.68	25,988
GROSSMONT-CUYAMACA	CUYAMACA	376	108	28.72	1,282	376	29.33	1,658	**484**	29.19	8,204
GROSSMONT-CUYAMACA	GROSSMONT	1,136	452	39.79	2,922	870	29.77	4,058	**1,322**	32.58	24,924
HARTNELL	HARTNELL	1,773	646	36.44	3,154	654	20.74	4,927	**1,300**	26.39	11,553
IMPERIAL	IMPERIAL VALLEY	3,486	886	25.42	946	283	29.92	4,432	**1,169**	26.38	9,128
KERN	BAKERSFIELD	694	94	13.54	112	7	6.25	806	**101**	12.53	17,795
KERN	CERRO COSO	621	95	15.30	818	205	25.06	1,439	**300**	20.85	9,710
KERN	PORTERVILLE	513	189	36.84	561	55	9.80	1,074	**244**	22.72	4,623
LAKE TAHOE	LAKE TAHOE	504	35	6.94	304	60	19.74	808	**95**	11.76	5,495

Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study *(Continued)*

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
LASSEN	LASSEN	191	50	26.18	166	17	10.24	357	**67**	18.77	7,112
LONG BEACH	LONG BEACH CITY	5,815	2,202	37.87	3,297	556	16.86	9,112	**2,758**	30.27	32,159
LOS ANGELES	EAST L.A.	3,437	627	18.24	2,170	252	11.61	5,607	**879**	15.68	24,181
LOS ANGELES	L.A. CITY	3,937	1,025	26.04	2,888	385	13.33	6,825	**1,410**	20.66	20,364
LOS ANGELES	L.A. HARBOR	1,259	417	33.12	2,248	364	16.19	3,507	**781**	22.27	11,997
LOS ANGELES	L.A. I.T.V.	45	12	26.67	107	25	23.36	152	**37**	24.34	1,294
LOS ANGELES	L.A. MISSION	1,258	310	24.64	1,318	220	16.69	2,576	**530**	20.57	9,601
LOS ANGELES	L.A. PIERCE	2,526	999	39.55	1,487	272	18.29	4,013	**1,271**	31.67	20,802
LOS ANGELES	L.A. TRADE-TECH	2,313	537	23.22	4,217	590	13.99	6,530	**1,127**	17.26	17,998
LOS ANGELES	L.A. VALLEY	2,859	1,028	35.96	1,667	237	14.22	4,526	**1,265**	27.95	23,460
LOS ANGELES	SOUTHWEST L.A.	1,224	216	17.65	1,482	217	14.64	2,706	**433**	16.00	8,589
LOS ANGELES	WEST L.A.	1,267	370	29.20	1,557	159	10.21	2,824	**529**	18.73	12,228
LOS RIOS	AMERICAN RIVER	2,039	656	32.17	2,253	439	19.49	4,292	**1,095**	25.51	32,281
LOS RIOS	COSUMNES RIVER	1,980	531	26.82	1,663	372	22.37	3,643	**903**	24.79	19,167
LOS RIOS	SACRAMENTO CITY	2,860	863	30.17	2,054	453	22.05	4,914	**1,316**	26.78	31,109
MARIN	MARIN	1,931	583	30.19	997	185	18.56	2,928	**768**	26.23	15,094
MARIN	MARIN CED	1,474	49	3.32	78	13	16.67	1,552	**62**	3.99	5,353
MENDOCINO-LAKE	MENDOCINO	124	32	25.81	552	111	20.11	676	**143**	21.15	5,981
MERCED	MERCED	847	113	13.34	538	77	14.31	1,385	**190**	13.72	15,382
MIRA COSTA	MIRA COSTA	3,628	538	14.83	2,973	766	25.77	6,601	**1,304**	19.75	19,454
MONTEREY	MONTEREY	2,719	936	34.42	1,081	331	30.62	3,800	**1,267**	33.34	21,583
MT. SAN ANTONIO	MT. SAN ANTONIO	5,335	1,532	28.72	3,656	977	26.72	8,991	**2,509**	27.91	42,572
MT. SAN JACINTO	MT. SAN JACINTO	1,044	262	25.10	1,358	340	25.04	2,402	**602**	25.06	8,332
NAPA VALLEY	NAPA VALLEY	984	200	20.33	481	117	24.32	1,465	**317**	21.64	12,397
NORTH ORANGE	CYPRESS	2,789	1,277	45.79	1,736	460	26.50	4,525	**1,737**	38.39	17,917
NORTH ORANGE	FULLERTON	2,003	685	34.20	2,236	554	24.78	4,239	**1,239**	29.23	25,900
NORTH ORANGE	NORTH ORANGE ADULT	0	0	0.00	0	0	0.00	0	**0**	0.00	42,983
PALO VERDE	PALO VERDE	217	38	17.51	171	14	8.19	388	**52**	13.40	4,213
PALOMAR	PALOMAR	5,191	1,039	20.02	2,656	578	21.76	7,847	**1,617**	20.61	37,879
PASADENA	PASADENA CITY	7,028	1,996	28.40	2,657	847	31.88	9,685	**2,843**	29.35	36,035
PERALTA	ALAMEDA	1,442	458	31.76	669	111	16.59	2,111	**569**	26.95	8,844
PERALTA	LANEY	2,893	918	31.73	2,084	302	14.49	4,977	**1,220**	24.51	19,200
PERALTA	MERRITT	1,257	321	25.54	1,021	152	14.89	2,278	**473**	20.76	9,907
PERALTA	VISTA	431	103	23.90	480	71	14.79	911	**174**	19.10	5,922
RANCHO SANTIAGO	RANCHO SANTIAGO CED	22,222	562	2.53	531	73	13.75	22,753	**635**	2.79	33,522

Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study *(Continued)*

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
RANCHO SANTIAGO	SANTA ANA	5,932	2,403	40.51	4,364	1,468	33.64	10,296	**3,871**	37.60	44,452
REDWOODS	REDWOODS	212	35	16.51	968	246	25.41	1,180	**281**	23.81	10,045
RIO HONDO	RIO HONDO	4,029	1,378	34.20	3,248	829	25.52	7,277	**2,207**	30.33	23,433
RIVERSIDE	RIVERSIDE	1,548	342	22.09	1,811	330	18.22	3,359	**672**	20.01	30,701
SAN BERNARDINO	CRAFTON HILLS	394	88	22.34	758	220	29.02	1,152	**308**	26.74	7,868
SAN BERNARDINO	SAN BERNARDINO	1,776	416	23.42	796	95	11.93	2,572	**511**	19.87	17,923
SAN DIEGO	SAN DIEGO ADULT	3,239	558	17.23	1,470	196	13.33	4,709	**754**	16.01	65,843
SAN DIEGO	SAN DIEGO CITY	1,539	491	31.90	2,614	437	16.72	4,153	**928**	22.35	21,588
SAN DIEGO	SAN DIEGO MESA	1,296	434	33.49	2,166	560	25.85	3,462	**994**	28.71	32,030
SAN DIEGO	SAN DIEGO MIRAMAR	718	205	28.55	941	233	24.76	1,659	**438**	26.40	15,883
SAN FRANCISCO	SAN FRANCISCO CITY	5,208	2,218	42.59	3,321	539	16.23	8,529	**2,757**	32.33	39,943
SAN FRANCISCO	SAN FRANCISCO CTRS	22,563	1,138	5.04	705	72	10.21	23,268	**1,210**	5.20	41,679
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	2,995	829	27.68	1,503	205	13.64	4,498	**1,034**	22.99	26,855
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	2,969	1,269	42.74	1,282	271	21.14	4,251	**1,540**	36.23	14,896
SAN JOSE-EVERGREEN	SAN JOSE CITY	3,287	1,203	36.60	1,279	292	22.83	4,566	**1,495**	32.74	15,896
SAN LUIS OBISPO	CUESTA	365	95	26.03	1,131	376	33.24	1,496	**471**	31.48	10,663
SAN MATEO	CANADA	1,575	592	37.59	418	104	24.88	1,993	**696**	34.92	9,310
SAN MATEO	SAN MATEO	2,342	919	39.24	726	134	18.46	3,068	**1,053**	34.32	17,778
SAN MATEO	SKYLINE	1,795	620	34.54	765	185	24.18	2,560	**805**	31.45	13,097
SANTA BARBARA	SANTA BARBARA CED	227	64	28.19	194	22	11.34	421	**86**	20.43	20,643
SANTA BARBARA	SANTA BARBARA CITY	1,600	766	47.88	1,893	534	28.21	3,493	**1,300**	37.22	16,960
SANTA CLARITA	CANYONS	689	210	30.48	1,851	560	30.25	2,540	**770**	30.31	9,117
SANTA MONICA	SANTA MONICA CITY	2,808	1,281	45.62	4,458	1,044	23.42	7,266	**2,325**	32.00	35,559
SEQUOIAS	SEQUOIAS	1,205	371	30.79	1,888	430	22.78	3,093	**801**	25.90	11,840
SHASTA-TEHAMA-TRI	SHASTA	1,150	259	22.52	1,312	277	21.11	2,462	**536**	21.77	16,519
SIERRA	SIERRA	574	170	29.62	947	265	27.98	1,521	**435**	28.60	19,860
SISKIYOUS	SISKIYOUS	254	79	31.10	498	121	24.30	752	**200**	26.60	6,538
SOLANO	SOLANO	2,207	723	32.76	1,620	292	18.02	3,827	**1,015**	26.52	15,734
SONOMA	SANTA ROSA	6,422	2,061	32.09	1,793	519	28.95	8,215	**2,580**	31.41	44,041
SOUTH ORANGE	IRVINE VALLEY	847	189	22.31	903	189	20.93	1,750	**378**	21.60	15,383
STATE CENTER	KINGS RIVER	836	281	33.61	946	218	23.04	1,782	**499**	28.00	8,888
VENTURA	MOORPARK	482	100	20.75	3,045	797	26.17	3,527	**897**	25.43	16,657
VENTURA	OXNARD	2,524	771	30.55	1,104	272	24.64	3,628	**1,043**	28.75	8,617
SOUTH ORANGE	SADDLEBACK	1,404	292	20.80	1,484	400	26.95	2,888	**692**	23.96	29,851
SOUTHWESTERN	SOUTHWESTERN	2,838	1,165	41.05	2,649	690	26.05	5,487	**1,855**	33.81	21,919

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Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study *(Continued)*

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
STATE CENTER	FRESNO CITY	1,639	619	37.77	2,624	650	24.77	4,263	**1,269**	29.77	24,957
VENTURA	VENTURA	1,566	276	17.62	1,380	267	19.35	2,946	**543**	18.43	16,297
VICTOR VALLEY	VICTOR VALLEY	2,931	619	21.12	2,506	734	29.29	5,437	**1,353**	24.89	12,660
WEST HILLS	WEST HILLS	640	97	15.16	469	132	28.14	1,109	**229**	20.65	4,423
WEST KERN	TAFT	147	43	29.25	234	33	14.10	381	**76**	19.95	1,546
WEST VALLEY-MISSION	MISSION	2,223	1,130	50.83	2,044	474	23.19	4,267	**1,604**	37.59	14,303
WEST VALLEY-MISSION	WEST VALLEY	2,301	970	42.16	548	115	20.99	2,849	**1,085**	38.08	18,610
YOSEMITE	COLUMBIA	74	7	9.46	52	2	3.85	126	**9**	7.14	3,883
YOSEMITE	MODESTO	3,945	901	22.84	2,009	447	22.25	5,954	**1,348**	22.64	22,101
YUBA	YUBA	2,303	519	22.54	1,597	209	13.09	3,900	**728**	18.67	16,312
	Statewide Totals	**270,872**	**70,454**	**26.01**	**173,453**	**38,112**	**21.97**	**444,325**	**108,566**	**24.43**	**2,119,020**

This report covers a three-year period from 1995-96 to 1997-98.

All students accounted for in the report had a Student Headcount Status (STD7) of "A","B","C" or "F" in at least one term during the 95/96 academic year.

The counts indicate where students were as of the 95/96 academic year. If a student took a basic skill course there and the higher level course at another school, they will be counted with the 95/96 school's group.

Basic skills course are those with a Course Basic Skills Status (CB08) of "P" or "B".

English courses (including ESL) are those that have a Course Program Code (CB03) of: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71,4930.80, 4930.81, 4930.82, 4931.00.

Mathematics courses are those that have a Course Program Code (CB03) of: 17**.**, 4930.40, 4930.41, 4930.42.

To be counted as "Improved" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in course with a course program code in the same group but which is at a higher level. For example, if a student enrolls in a basic skills math course with a course program code of 4930.40 in the Fall of 1995 and then in the Fall of 1997 enrolls in a math course with a course program code of 1701.70 and a Course Credit Status (CB04) of "D", that student counted as being "Improved" in mathematics.

A student was also counted as "Improved" if they enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous course enrolled in with a course program code in the same group. For example, if a student enrolled in an ESL course with a course program code of 4930.80 and a course prior to college level of "C" in the Spring of 1996. Then in the Fall of 1997 they enrolled in a writing course with a course program code of 4930.21 and a course prior to college level of "B". That would be counted as "Improved" in English.

A student is only counted once in mathematics and/or English regardless of how many times they improve.

To be considered "Improved", the higher level course must have been completed with a grade of C or better. To be considered "Improved" in noncredit courses the student must have attended at least 75% of the total possible hours of attendance in the higher level course.

Basic Skills Improvement
1996-97 through 1998-99

California Community Colleges

Count of Students Who Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
ALLAN HANCOCK	ALLAN HANCOCK	707	137	19.38%	1,117	333	29.81%	1,824	**470**	25.77%	20,934
ANTELOPE VALLEY	ANTELOPE VALLEY	1,410	388	27.52%	1,854	360	19.42%	3,264	**748**	22.92%	15,305
BARSTOW	BARSTOW	447	85	19.02%	504	105	20.83%	951	**190**	19.98%	4,242
BUTTE	BUTTE	2,728	799	29.29%	1,858	438	23.57%	4,586	**1,237**	26.97%	22,014
CABRILLO	CABRILLO	1,422	540	37.97%	1,278	262	20.50%	2,700	**802**	29.70%	18,732
CERRITOS	CERRITOS	6,183	2,361	38.19%	4,484	1,071	23.88%	10,667	**3,432**	32.17%	30,302
CHABOT-LAS POSITAS	CHABOT	1,423	231	16.23%	1,990	526	26.43%	3,413	**757**	22.18%	19,444
CHABOT-LAS POSITAS	LAS POSITAS	200	25	12.50%	750	185	24.67%	950	**210**	22.11%	8,905
CHAFFEY	CHAFFEY	2,714	509	18.75%	2,090	470	22.49%	4,804	**979**	20.38%	22,323
CITRUS	CITRUS	1,626	432	26.57%	2,149	562	26.15%	3,775	**994**	26.33%	17,272
COAST	COASTLINE	2,380	490	20.59%	534	115	21.54%	2,914	**605**	20.76%	19,366
COAST	GOLDEN WEST	3,464	871	25.14%	1,200	289	24.08%	4,664	**1,160**	24.87%	18,736
COAST	ORANGE COAST	1,808	697	38.55%	1,233	307	24.90%	3,041	**1,004**	33.02%	33,499
COMPTON	COMPTON	3,092	652	21.09%	2,281	313	13.72%	5,373	**965**	17.96%	9,172
CONTRA COSTA	CONTRA COSTA	1,884	481	25.53%	1,192	233	19.55%	3,076	**714**	23.21%	13,444
CONTRA COSTA	DIABLO VALLEY	1,507	418	27.74%	1,737	452	26.02%	3,244	**870**	26.82%	34,186
CONTRA COSTA	LOS MEDANOS	681	201	29.52%	423	86	20.33%	1,104	**287**	26.00%	15,357
DESERT	DESERT	3,833	1,026	26.77%	3,026	600	19.83%	6,859	**1,626**	23.71%	13,646
EL CAMINO	EL CAMINO	3,110	1,066	34.28%	3,733	885	23.71%	6,843	**1,951**	28.51%	34,709
FEATHER RIVER	FEATHER RIVER	164	51	31.10%	236	28	11.86%	400	**79**	19.75%	3,026
FOOTHILL-DEANZA	DE ANZA	3,254	1,748	53.72%	2,126	651	30.62%	5,380	**2,399**	44.59%	40,022
FOOTHILL-DEANZA	FOOTHILL	2,316	1,127	48.66%	714	207	28.99%	3,030	**1,334**	44.03%	29,481
FREMONT-NEWARK	OHLONE	1,777	625	35.17%	1,113	280	25.16%	2,890	**905**	31.31%	13,780
GAVILAN	GAVILAN	1,095	272	24.84%	491	127	25.87%	1,586	**399**	25.16%	6,758
GLENDALE	GLENDALE	6,338	1,080	17.04%	1,696	363	21.40%	8,034	**1,443**	17.96%	28,535
GROSSMONT-CUYAMACA	CUYAMACA	385	123	31.95%	1,356	392	28.91%	1,741	**515**	29.58%	9,423
GROSSMONT-CUYAMACA	GROSSMONT	1,219	475	38.97%	2,891	856	29.61%	4,110	**1,331**	32.38%	25,217
HARTNELL	HARTNELL	1,940	709	36.55%	3,334	828	24.84%	5,274	**1,537**	29.14%	12,513
IMPERIAL	IMPERIAL VALLEY	3,038	885	29.13%	740	282	38.11%	3,778	**1,167**	30.89%	8,434
KERN	BAKERSFIELD	834	97	11.63%	206	7	3.40%	1,040	**104**	10.00%	18,760
KERN	CERRO COSO	541	108	19.96%	781	195	24.97%	1,322	**303**	22.92%	10,122
KERN	PORTERVILLE	492	149	30.28%	595	72	12.10%	1,087	**221**	20.33%	4,632
LAKE TAHOE	LAKE TAHOE	526	45	8.56%	312	77	24.68%	838	**122**	14.56%	6,005

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Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study *(Continued)*

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
LASSEN	LASSEN	175	49	28.00%	169	15	8.88%	344	**64**	18.60%	6,360
LONG BEACH	LONG BEACH CITY	6,403	2,248	35.11%	3,329	549	16.49%	9,732	**2,797**	28.74%	32,560
LOS ANGELES	EAST L.A.	3,379	641	18.97%	2,515	494	19.64%	5,894	**1,135**	19.26%	28,470
LOS ANGELES	L.A. CITY	4,986	1,737	34.84%	3,223	591	18.34%	8,209	**2,328**	28.36%	20,818
LOS ANGELES	L.A. HARBOR	1,351	487	36.05%	2,266	412	18.18%	3,617	**899**	24.85%	12,548
LOS ANGELES	L.A. I.T.V.	66	26	39.39%	126	30	23.81%	192	**56**	29.17%	1,437
LOS ANGELES	L.A. MISSION	1,711	538	31.44%	1,498	323	21.56%	3,209	**861**	26.83%	10,846
LOS ANGELES	L.A. PIERCE	2,577	1,104	42.84%	1,533	420	27.40%	4,110	**1,524**	37.08%	20,775
LOS ANGELES	L.A. TRADE-TECH	2,676	702	26.23%	4,376	712	16.27%	7,052	**1,414**	20.05%	19,370
LOS ANGELES	L.A. VALLEY	3,281	1,214	37.00%	2,028	389	19.18%	5,309	**1,603**	30.19%	25,072
LOS ANGELES	SOUTHWEST L.A.	1,328	349	26.28%	1,618	306	18.91%	2,946	**655**	22.23%	8,600
LOS ANGELES	WEST L.A.	1,305	426	32.64%	1,451	193	13.30%	2,756	**619**	22.46%	12,552
LOS RIOS	AMERICAN RIVER	2,017	590	29.25%	2,376	436	18.35%	4,393	**1,026**	23.36%	32,631
LOS RIOS	COSUMNES RIVER	2,195	594	27.06%	1,742	358	20.55%	3,937	**952**	24.18%	21,272
LOS RIOS	SACRAMENTO CITY	2,988	927	31.02%	2,144	478	22.29%	5,132	**1,405**	27.38%	32,839
MARIN	MARIN	1,922	650	33.82%	906	178	19.65%	2,828	**828**	29.28%	15,618
MARIN	MARIN CED	1,795	54	3.01%	60	9	15.00%	1,855	**63**	3.40%	5,885
MENDOCINO-LAKE	MENDOCINO	160	31	19.38%	560	135	24.11%	720	**166**	23.06%	6,580
MERCED	MERCED	2,329	423	18.16%	1,582	362	22.88%	3,911	**785**	20.07%	17,067
MIRA COSTA	MIRA COSTA	3,771	576	15.27%	2,734	766	28.02%	6,505	**1,342**	20.63%	19,442
MONTEREY	MONTEREY	2,899	983	33.91%	1,260	404	32.06%	4,159	**1,387**	33.35%	21,845
MT. SAN ANTONIO	MT. SAN ANTONIO	4,879	1,575	32.28%	3,870	1,016	26.25%	8,749	**2,591**	29.61%	45,085
MT. SAN JACINTO	MT. SAN JACINTO	1,169	296	25.32%	1,649	400	24.26%	2,818	**696**	24.70%	11,608
NAPA VALLEY	NAPA VALLEY	612	78	12.75%	485	137	28.25%	1,097	**215**	19.60%	12,715
NORTH ORANGE	CYPRESS	1,942	757	38.98%	1,912	519	27.14%	3,854	**1,276**	33.11%	18,959
NORTH ORANGE	FULLERTON	1,924	586	30.46%	2,279	578	25.36%	4,203	**1,164**	27.69%	27,719
NORTH ORANGE	NORTH ORANGE ADULT	50	4	8.00%	21	2	9.52%	71	**6**	8.45%	44,447
PALO VERDE	PALO VERDE	271	44	16.24%	181	27	14.92%	452	**71**	15.71%	3,528
PALOMAR	PALOMAR	5,941	1,170	19.69%	3,037	692	22.79%	8,978	**1,862**	20.74%	40,471
PASADENA	PASADENA CITY	7,745	2,264	29.23%	2,760	817	29.60%	10,505	**3,081**	29.33%	38,383
PERALTA	ALAMEDA	1,611	518	32.15%	849	131	15.43%	2,460	**649**	26.38%	9,025
PERALTA	LANEY	3,092	1,014	32.79%	2,351	366	15.57%	5,443	**1,380**	25.35%	20,614
PERALTA	MERRITT	1,281	337	26.31%	1,148	193	16.81%	2,429	**530**	21.82%	11,058
PERALTA	VISTA	323	104	32.20%	423	72	17.02%	746	**176**	23.59%	5,155
RANCHO SANTIAGO	RANCHO SANTIAGO CED	24,776	650	2.62%	715	97	13.57%	25,491	**747**	2.93%	37,422

Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study *(Continued)*

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
RANCHO SANTIAGO	SANTA ANA	6,212	2,511	40.42%	4,904	1,579	32.20%	11,116	**4,090**	36.79%	49,446
REDWOODS	REDWOODS	272	39	14.34%	1,003	242	24.13%	1,275	**281**	22.04%	10,221
RIO HONDO	RIO HONDO	4,123	1,419	34.42%	3,543	955	26.95%	7,666	**2,374**	30.97%	27,393
RIVERSIDE	RIVERSIDE	2,284	521	22.81%	2,114	360	17.03%	4,398	**881**	20.03%	36,363
SAN BERNARDINO	CRAFTON HILLS	384	85	22.14%	823	228	27.70%	1,207	**313**	25.93%	8,274
SAN BERNARDINO	SAN BERNARDINO	1,848	413	22.35%	858	121	14.10%	2,706	**534**	19.73%	17,896
SAN DIEGO	SAN DIEGO ADULT	3,494	555	15.88%	1,345	177	13.16%	4,839	**732**	15.13%	68,011
SAN DIEGO	SAN DIEGO CITY	1,688	497	29.44%	2,840	457	16.09%	4,528	**954**	21.07%	22,250
SAN DIEGO	SAN DIEGO MESA	1,377	417	30.28%	2,084	512	24.57%	3,461	**929**	26.84%	32,807
SAN DIEGO	SAN DIEGO MIRAMAR	751	197	26.23%	894	221	24.72%	1,645	**418**	25.41%	15,525
SAN FRANCISCO	SAN FRANCISCO CITY	4,936	2,121	42.97%	3,140	584	18.60%	8,076	**2,705**	33.49%	42,237
SAN FRANCISCO	SAN FRANCISCO CTRS	24,063	1,326	5.51%	592	75	12.67%	24,655	**1,401**	5.68%	43,347
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	2,905	825	28.40%	1,370	179	13.07%	4,275	**1,004**	23.49%	27,146
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	3,074	1,383	44.99%	1,336	253	18.94%	4,410	**1,636**	37.10%	16,252
SAN JOSE-EVERGREEN	SAN JOSE CITY	3,418	1,375	40.23%	1,344	257	19.12%	4,762	**1,632**	34.27%	16,591
SAN LUIS OBISPO	CUESTA	348	118	33.91%	1,143	416	36.40%	1,491	**534**	35.81%	11,020
SAN MATEO	CANADA	1,681	687	40.87%	390	79	20.26%	2,071	**766**	36.99%	9,571
SAN MATEO	SAN MATEO	2,160	907	41.99%	660	138	20.91%	2,820	**1,045**	37.06%	17,885
SAN MATEO	SKYLINE	1,603	609	37.99%	721	189	26.21%	2,324	**798**	34.34%	13,508
SANTA BARBARA	SANTA BARBARA CED	229	58	25.33%	216	31	14.35%	445	**89**	20.00%	21,692
SANTA BARBARA	SANTA BARBARA CITY	1,572	719	45.74%	1,902	547	28.76%	3,474	**1,266**	36.44%	17,551
SANTA CLARITA	CANYONS	659	202	30.65%	2,024	604	29.84%	2,683	**806**	30.04%	9,883
SANTA MONICA	SANTA MONICA CITY	2,642	1,002	37.93%	5,911	1,694	28.66%	8,553	**2,696**	31.52%	38,324
SEQUOIAS	SEQUOIAS	1,303	348	26.71%	2,088	453	21.70%	3,391	**801**	23.62%	12,718
SHASTA-TEHAMA-TRINITY	SHASTA	1,181	275	23.29%	1,415	376	26.57%	2,596	**651**	25.08%	15,809
SIERRA	SIERRA	593	179	30.19%	1,086	305	28.08%	1,679	**484**	28.83%	22,524
SISKIYOUS	SISKIYOUS	264	79	29.92%	507	130	25.64%	771	**209**	27.11%	7,143
SOLANO	SOLANO	2,115	619	29.27%	1,492	209	14.01%	3,607	**828**	22.96%	16,843
SONOMA	SANTA ROSA	6,585	1,922	29.19%	2,304	728	31.60%	8,889	**2,650**	29.81%	49,741
SOUTH ORANGE	IRVINE VALLEY	869	188	21.63%	970	244	25.15%	1,839	**432**	23.49%	17,597
SOUTH ORANGE	SADDLEBACK	1,314	299	22.75%	1,684	458	27.20%	2,998	**757**	25.25%	31,898
SOUTHWESTERN	SOUTHWESTERN	2,957	1,195	40.41%	2,840	693	24.40%	5,797	**1,888**	32.57%	22,419
STATE CENTER	FRESNO CITY	1,809	640	35.38%	2,753	818	29.71%	4,562	**1,458**	31.96%	27,101
STATE CENTER	REEDLEY	862	299	34.69%	1,261	307	24.35%	2,123	**606**	28.54%	9,768
VENTURA	MOORPARK	579	175	30.22%	3,275	971	29.65%	3,854	**1,146**	29.74%	17,939

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Enrolled in a Basic Skills Course and then Enrolled in a Higher Level Course in the Same Area of Study *(Continued)*

District	College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
VENTURA	OXNARD	2,940	881	29.97%	1,281	356	27.79%	4,221	**1,237**	29.31%	10,178
VENTURA	VENTURA	1,990	478	24.02%	1,580	359	22.72%	3,570	**837**	23.45%	18,228
VICTOR VALLEY	VICTOR VALLEY	2,808	600	21.37%	2,427	692	28.51%	5,235	**1,292**	24.68%	13,153
WEST HILLS	WEST HILLS	880	128	14.55%	547	145	26.51%	1,427	**273**	19.13%	6,358
WEST KERN	TAFT	186	51	27.42%	271	36	13.28%	457	**87**	19.04%	1,760
WEST VALLEY-MISSION	MISSION	2,061	989	47.99%	2,205	537	24.35%	4,266	**1,526**	35.77%	16,113
WEST VALLEY-MISSION	WEST VALLEY	2,165	875	40.42%	572	95	16.61%	2,737	**970**	35.44%	21,617
YOSEMITE	COLUMBIA	122	9	7.38%	91	18	19.78%	213	**27**	12.68%	4,154
YOSEMITE	MODESTO	3,943	932	23.64%	2,172	507	23.34%	6,115	**1,439**	23.53%	22,446
YUBA	YUBA	2,432	590	24.26%	1,858	345	18.57%	4,290	**935**	21.79%	16,911
	Statewide Totals	**281,149**	**72,386**	**25.75%**	**185,036**	**43,244**	**23.37%**	**466,185**	**115,630**	**24.80%**	**2,242,683**

The counts indicate where students were as of the 96/97 academic year. If a student took a basic skill course there and the higher level course at another school, they will be counted with the 96/97 school's group.

Basic skills course are those with a Course Basic Skills Status (CB08) of "P" or "B".

English courses (including ESL) are those that have a Course Program Code (CB03) of: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71,4930.80, 4930.81, 4930.82, 4931.00.

Mathematics courses are those that have a Course Program Code (CB03) of: 17**.**, 4930.40, 4930.41, 4930.42.

To be counted as "Improved" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in course with a course program code in the same group but which is at a higher level. For example, if a student enrolls in a basic skills math course with a course program code of 4930.40 in the Fall of 1996 and then in the Fall of 1998 enrolls in a math course with a course program code of 1701.70 and a Course Credit Status (CB04) of "D", that student counted as being "Improved" in mathematics.

A student was also counted as "Improved" if they enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous course enrolled in with a course program code in the same group. For example, if a student enrolled in an ESL course with a course program code of 4930.80 and a course prior to college level of "C" in the Spring of 1997. Then in the Fall of 1998 they enrolled in a writing course with a course program code of 4930.21 and a course prior to college level of "B". That would be counted as "Improved" in English.

A student is only counted once in mathematics and/or English regardless of how many times they improve.

To be considered "Improved", the higher level course must have been completed with a grade of C or better. To be considered "Improved" in noncredit courses the student must have attended at least 75% of the total possible hours of attendance in the higher level course.

Appendices

A. The Partnership for Excellence Goal Statement

B. Chaptered Legislation on Partnership for Excellence (Education Code Section 84754)

C. Developing Contingent Funding Methods for the Partnership for Excellence: A Chancellor's Office Working Paper

D. Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06

E. Partnership for Excellence Report Specifications

Appendix A

Partnership for Excellence Goal Statement

The Goal Statement can be accessed through the Chancellor's Office homepage at
http://www.cccco.edu/cccco/mis/research/pfeconpt.pdf

Appendix B

Chaptered Legislation on Partnership for Excellence
(Education Code Section 84754)

Chapter 5. Community College Apportionment
Article 2. Program-Based Funding

84754. (a) The Partnership for Excellence program is hereby established for the purpose of achieving annual performance goals and improving student learning and success. The Partnership for Excellence program is dependent on a mutual commitment by the State of California and the California Community Colleges to achieve statewide goals that reflect the highest priority for the social and economic success of the state. The state intends to provide funding for the Partnership for Excellence program as an investment to supplement funding for enrollment growth and cost-of-living adjustments to invest in program enhancements that will increase performance toward the community college's system outcome measures. The California Community Colleges, as a result of the state's investment, shall commit to improving and achieving specific outcome measures established by the Board of Governors through the consultation process pursuant to Section 70901.

(b) (1) The Board of Governors shall develop, through the consultation process, specific goals and outcome measures to improve student success and assess district performance that will include, but not necessarily be limited to, the areas of transfer, degrees and certificates, successful course completion, work force development, and basic skills improvement. It is intended that the number of system goals not exceed 10. The goals shall be rigorous and challenging to the system, and exceed what could be expected to occur based on increases in funded enrollment. In developing the goals and outcome measures, the Chancellor of the California Community Colleges shall seek the concurrence of the Director of Finance, the Legislative Analyst, and the California Postsecondary Education Commission (CPEC).

(2) On or before December 1, 1998, the Chancellor of the California Community Colleges shall propose goals and measures for the approval of the Board of Governors of the California Community Colleges. The Department of Finance, Legislative Analyst, and CPEC each shall assess the extent to which the goals and measures under consideration by the board are clear, reasonable, and adequately meet the state's interest in accountability. The board shall consider the comments of these agencies before approving the goals and measures.

(c) (1) The Chancellor of the California Community Colleges shall allocate funding for the Partnership for Excellence, pursuant to appropriations in the annual Budget Act, to those districts electing to participate in the program in the 1998-99, 1999-2000, and 2000-01 fiscal years on a per FTES basis, subject to a district minimum allocation, and districts shall have broad flexibility in expending the funds for program enhancement that will improve student success and make progress toward the system goals. Those programs shall include, but are not necessarily limited to, programs that assist students through remediation, tutoring, and mentoring.

(2) Funds provided under this program to districts shall not be considered program improvement funds within the meaning of Sections 84755 and 87482.6, and shall only be spent to improve student learning and success as determined by the Board of Governors of the California Community Colleges which shall be subject to conditions as the board may determine.

(3) Funds for this program are subject to appropriation in the annual Budget Act.

(d) (1) The Board of Governors of the California Community Colleges also shall develop, through the consultation process pursuant to Section 70901, one or more contingent funding allocation options, as well as criteria that would require the implementation of these options, that shall link allocation of Partnership for Excellence funds to individual districts to the achievement of and progress toward Partnership for Excellence goals by those individual districts. These

contingent funding options may be determined necessary to either improve system performance or to reward significant or sustained achievement.

(2) In developing contingent funding allocation options and criteria for implementation thereof, the Chancellor of the California Community Colleges shall seek the concurrence of the Director of Finance, the Legislative Analyst, and CPEC. These agencies shall each assess the extent to which the contingent allocation options and criteria under consideration by the Board of Governors of the California Community Colleges are clear, reasonable, and adequately meet the state's interest in accountability. On or before April 15, 2000, the chancellor shall propose to the board one or more contingent funding allocation methods and criteria. The board shall consider the comments of the three agencies before approving the criteria and contingent funding allocation options.

(3) The Board of Governors of the California Community Colleges shall have the authority, and shall be accountable, to determine that a funding linkage is needed to adequately improve the performance of the system and its districts and colleges. The board is authorized to allocate all or a portion of Partnership for Excellence funds among districts pursuant to a contingent funding allocation method, as described in this section, commencing in the 2001-02 fiscal year or any fiscal year thereafter as determined necessary by the board. In executing its responsibilities set forth in this subdivision, the board shall engage the consultation process pursuant to Section 70901.

(e) (1) Districts shall report data under the Management Information System (MIS) for each of the outcome measures to the Chancellor of the California Community Colleges, who shall compile and analyze this data for a report to the Legislature, the Governor, CPEC, and other interested parties by April 15 of each year. The annual reports shall include data for each district and college with respect both to levels of achievement and relative progress towards the goals that recognizes differences in student populations and student preparedness. The chancellor may provide technical assistance to districts, as he or she best determines.

(2) Acceptance of funds from Partnership for Excellence allocations shall constitute concurrence by the district or college to collect and provide to the Chancellor of the California Community Colleges all information necessary to quantify baseline performance and annually report changes in outcome measures to the chancellor if, in the judgment of the chancellor, current MIS system data are insufficient for the purpose of any of the approved measures.

(3) Beginning with the report due on April 15, 2001, the Board of Governors of the California Community Colleges shall annually assess and report the extent to which achievement of system goals has been satisfactory or less than satisfactory. Based on this assessment and on the criteria adopted as part of the contingent funding allocation plan, the board shall determine, after engaging in the consultation process pursuant to Section 70901, whether or not to implement a contingent funding allocation option described in subdivision (d).

(4) On the basis of the reports specified in this subdivision and other pertinent information, the Legislative Analyst and CPEC shall also annually provide the Legislature their respective assessments of progress toward system goals, and shall recommend necessary changes to the program, including goals and outcome measures. The Legislative Analyst and the CPEC shall recommend ways of improving incentives for districts to contribute toward achievement of system goals.

(f) This section shall remain in effect only until January 1, 2005, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2005, deletes or extends that date.

Appendix C

Developing Contingent Funding Methods for the Partnership for Excellence: A Chancellor's Office Working Paper

The report specifications can be accessed through the Chancellor's Office homepage at http://www.cccco.edu/cccco/mis/research/contngnt.pdf

Developing Contingent Funding Methods for the Partnership for Excellence: A Chancellor's Office Working Paper

Thomas J. Nussbaum, Chancellor
Christopher L. Cabaldon, Vice Chancellor for
Governmental Relations & External Affairs

At the initiative of the Board of Governors, the Partnership for Excellence was codified and funded at an initial level of $100 million in the 1998-99 State Budget. The program is a mutual commitment whereby the State of California makes a substantial financial investment in exchange for a "credible commitment from the System to specific student and performance outcomes." (Chancellor's Office, 1999)

The Partnership for Excellence is consistent with similar efforts across the nation. Performance measures are used to allocate funds to postsecondary institutions by 23 states (Christal, 1997). One-third of these states directly link a small proportion of budget appropriations (½% to 5%) to performance measures; South Carolina intends to allocate 100% of higher education funds based on postsecondary performance measures by next year. The funding level in the Partnership for Excellence represents approximately 4.6% of state appropriations to the California Community Colleges, and about 2.5% of the overall system budget.

Since the creation of the Partnership, California has elected a new Governor who has made education accountability and performance outcomes assessment major themes of his administration. The Governor has proposed, and has won initial favorable consideration from the Legislature for, sweeping accountability initiatives for the elementary and secondary schools, and he has made a long-term financing plan for the University of California and California State University contingent on "negotiated goals, measurable performance objectives, and fiscal consequences for failure to meet objectives." (Department of Finance, 1999)

Fig 1.

Annual System Performance Goals

1. An increase from 69,574 to 92,500 in the number of students who **transfer** to baccalaureate institutions.
2. An increase from 80,799 to 110,500 in the number of **degrees and certificates** awarded.
3. An increase from 68.1% to 70.6% in the overall rate of **successful course completion**.
4. An increase from 943,631 to 1,279,716 in the number of successfully completed apprenticeship, introductory, and advanced **vocational** courses; an increase from 1,263 to 1,700 in the number of California businesses and an increase from 73,870 to 99,600 in the number of employees benefiting from **contract education training**; and an increase from 140,505 to 189,700 in the number of individuals receiving **fee-based job training**.
5. An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior **basic skills** enrollment.

Note: Goals are further disaggregated into subgoals within the Partnership. The system has committed to achieving all goals by the year 2005.

The new Governor strongly endorsed the Partnership for Excellence in his 1999-2000 Budget, calling it the "first large scale attempt to link higher education accountability to funding." Although the initial budget proposed only $110 million for 1999-2000, the Governor indicated that further increases would be tied to, among other things, the "appropriateness of the contingent funding mechanism called for in the enabling legislation."

The Partnership for Excellence establishes system-level goals for improvements in student outcomes, to be achieved as a result of sustained achievement by the year 2005. The goals, which are summarized in Figure 1, span five areas that are broadly reflective of the mission of the California Community Colleges and public policy objectives articulated by the Legislature and Governor.

Partnership funds are distributed to local districts on the basis of full-time equivalent student (FTES) enrollment. This FTES approach extends for the first three years of the program. At the end of the three year period, and each year thereafter, the Board may implement a "contingent funding allocation method" if it determines such a method to be necessary to either improve system performance or to reward significant or sustained improvement by individual districts. The precise form of a contingent funding method is not prescribed in the Partnership statute, except that any such method must "link allocation of. . . funds to individual districts to the achievement of and progress toward Partnership for Excellence goals by those districts." (See Appendix)

The Partnership statute directs the Board of Governors to develop one or more contingent funding methods, as well as the criteria that would trigger implementation of such a method, prior to the end of the initial three-year FTES funding period. Specifically, the statute requires the following Phase II activities:

The Chancellor proposes to the Board of Governors one or more contingent funding methods.	April 15, 2000
The Chancellor proposes to the Board the criteria that would require the implementation of a contingent funding method.	April 15, 2000
Based on an assessment of the extent to which achievement of system goals has been satisfactory and on the Board's established criteria, the Board determines whether to implement a contingent funding method.	April 15, 2001 and each year thereafter until 2005

This working paper outlines and discusses the principles that might guide the development of the contingent funding method(s) and the implementation criteria, as well as significant issues and questions for the system to resolve. It closes with a brief description of the process and timeframe for these activities.

Principles & Research Questions

Before proceeding to development of specific contingent funding allocation methods and implementation criteria, the system should first define a set of fundamental principles. These principles can then be used by the Chancellor, the districts and consultation groups, and the Board of Governors to craft methods and criteria which further the objectives of the Partnership for Excellence in a manner

that advances the overall mission of the California Community Colleges. This set of principles, and associated research, modeling, and policy questions, might include the following eight elements:

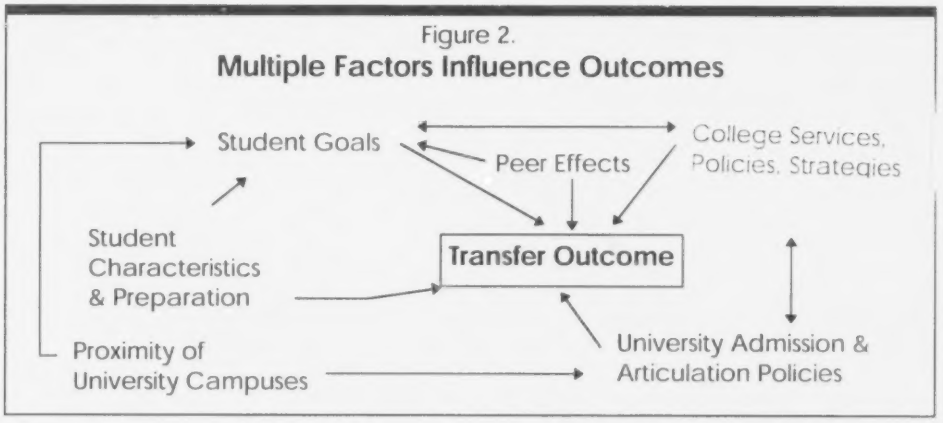
1. **The level and pace of progress toward the Partnership goals are not expected to be uniform among all 71 districts.**

   Student outcomes are affected by a set of factors of which institutional strategies comprise only a part. Indeed, some outcomes research suggests that most of the variation in student performance can be predicted from student characteristics (e.g. socioeconomic status)—and that the specific impact of particular educational institutions is surprisingly limited (Astin, 1993). Treating all colleges equitably requires that colleges be treated differently in terms of performance expectations.

   It might initially appear intuitive simply to calculate a district-level goal based on the district's share of statewide enrollment, so that, for example, Imperial Valley College enrolls 0.42% of all California community college students and thus would have a goal of 97 additional transfers each year by the year 2005. But individual colleges and districts face different challenges and opportunities, because the demographics of their students and the characteristics of the local and regional communities vary widely. Therefore, individual districts should not be expected to make proportionate progress toward all Partnership goals.

   Figure 2 presents a conceptual map of the various factors which affect one of the Partnership outcomes—successful transfer to a baccalaureate institution. Transfer rates of individual community colleges are highly correlated with proximity to university campuses, and with the relative elaboration of university policies regarding transfer admission agreements and articulation agreements.

Figure 2.
Multiple Factors Influence Outcomes



Initial conditions and exogenous variables are outside the control or even the direct influence of an individual community college, and these factors have substantial effects on outcomes. For this reason, the Academic Senate (1998) has suggested "[q]uantitative methods for assessing value-added performance

and controlling for intervening variables" when assessing institutional performance. Such quantitative methods might include (1) specification of an "expected performance" function and (2) estimation of the effects of variables outside the control of the district. More specifically, the Academic Senate has suggested comparing actual performance rates to expected rates (based upon high school grades and test scores), contending that such an approach would "reveal a much more accurate picture of the performance and success" of individual institutions.

Beyond exogenous factors, community colleges are charged with meeting specific local and regional needs. Colleges adapt their emphases on elements of the statewide mission to particular community circumstances and opportunities. A low-wealth community with high unemployment and heavily subscribed public assistance programs might stress vocational programs, and contract education gains are most likely in communities with a large and expanding number of employers rather than in remote rural areas. A contingent funding method should be designed to avoid homogenizing local variation in college mission.

- What are the mechanics of performance improvements (and the technology of student outcomes)? In other words, what do we know and what else can we know about how improvements can be achieved, in operational and budgetary terms?
- What are the factors that influence performance? Intervening variables (e.g., student characteristics, community variables) need to be identified, operationalized, and measured in order to isolate the impact of Partnership investments and other institutional strategies.[1]
- If it is not appropriate to allocate the system goals to each district on a proportionate basis under a contingent method, what factors should be taken into account in sensitizing the allocation to local district contexts?

2. **The contingent funding methods and implementation criteria should recognize that the trajectory of progress over the 10-year period will differ among the five Partnership goals.**

The Partnership for Excellence sets forth system goals to be achieved over a period ending in the year 2005, reflecting the long-term investment orientation (rather than an immediate quick-fix approach) of the program. The five goal areas require different investments and interventions, so the timing of performance improvements will vary. Progress on some goals may be

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[1] In a longitudinal study of 39,243 students attending 129 four-year instituions, Astin (1993) found that:

> Regardless of where they attend college, the least-well-prepared students are five times more likely to drop out (86 per cent versus 17 per cent) than are the best-prepared students. Thus, institutions that admit large numbers of less-well-prepared students will tend to have low retention rates, and those with well-prepared students will tend to have high rates, regardless of how effective their retention programs are.
>
> Formulas derived from multiple regression analyses . . . show that high-school grades and SAT scores carry the most weight in predicting who will complete college, but that other characteristics of entering students, such as race and sex, also carry some weight. [W]e used these formulas to compute an "expected" retention rate based upon the high-school grades, admissions-test scores, sex, and race of each entering student. By comparing this expected rate with the actual rate, we get a much better indication of how "effective" an institution actually is in retaining and graduating its students.

Figure 3.
Trajectory of Progress is Likely to Vary Among Goals

Note: Simulations are for illustrative purposes only and are not derived from actual projections.

expected within a relatively short period of time, while significant progress on other goals may be back-loaded in the later years of the Partnership.

Figure 3 illustrates purely theoretical trajectories for four of the goals. A college may achieve significant initial improvements in student transfer as a result of strategies with immediate results, such as revitalization of transfer center services and articulation counseling. After these initial outcomes, however, additional improvement may not occur until the final years of the Partnership as students move through the pipeline over several years and the impact of long-term investments in matriculation, counseling, and transfer admission agreements is realized. These dynamics might become apparent through a trajectory as illustrated in the top box of Figure 3.

Progress toward the Partnership goal for Employer-Based Training, on the other hand, might be expected to be more front-loaded as colleges expand their outreach and service infrastructure. Sustained investment in counseling and full-time faculty might result in linear progress toward the Successful Course Completion goal.

The point here is not that the specific trajectories in Figure 3 are likely, but rather that the actual mechanics of performance improvement dictate differential expectations of the timing of progress for each of the Partnership goals.

- What is the historical experience of the California Community Colleges? How much movement have other states experienced in these areas, and over what period of time?
- How quickly can student outcome improvements be reasonably achieved? The trajectory of progress over time for each of the five goals needs to be estimated so that benchmarks for year three and beyond can be established. Those benchmarks will be critical in determining whether, at the statewide aggregate level, achievement of the system goals has been satisfactory or less than satisfactory.
- Is all progress equal, regardless of the goal area, implying interchangeability? If 150% of the transfer goal is achieved, is it acceptable for only 50% of the degrees and certificates goal to be realized?
- If a contingent funding method is triggered by less than satisfactory progress at the system level, how can goals be applied at the district level? The trajectories, taken together with the variables discussed in Principles 1 and 2, could be used to develop district-level expected performance functions from which district-specific goals could then be derived.

3. **The attainable level of progress toward the goals is dependent on (1) fulfillment of the State's responsibility under the Partnership to provide full funding for enrollment growth, inflation/COLA, and the Partnership itself and (2) exogenous factors beyond the direct control of the system, the colleges, and the State.**

The target figures for the Partnership goals (Figure 1) were derived using very precise assumptions regarding enrollment growth, inflation, and the level of Partnership funding. Indeed, the goals were required to "exceed what could be expected to occur based on increases in [projected]funded enrollment."

[2] District-specific quantitative analysis is already used by the Chancellor's Office to forecast enrollment growth and capital outlay needs.

Variations in actual enrollment, inflation, and Partnership must be factors in the criteria for determining whether to implement a contingent funding method.

If, for instance, the system is funded for only 2% enrollment growth each year even though the conservative enrollment forecasts of the Department of Finance project growth in the range of 2.6% annually, then there will be about 10,000 fewer students to prepare for transfer or degrees or the workforce.[3] At the end of the three-year initial period, the 30,000-student deficit must be considered, at least in part, in determining whether satisfactory progress has been achieved.

This does not necessarily mean that the relationship is exactly proportionate—for instance, that 55% COLA, 55% Partnership funding, and 1.4% enrollment growth funding will translate into a performance level of 55% of the target goal. Instead, the system must assess how such funding and enrollment reductions might reasonably impact progress. To maintain good faith with the State, and because the system is fully committed to the highest level of student outcomes possible given available resources, it might be appropriate to begin with the notion that achievement of the goals with only partial funding would be at least proportionate to the funds appropriated.

Some goals, of course, will be less sensitive to enrollment funding fluctuations. The successful course completion rate is not closely correlated with actual or funded enrollment, and the number of students who transfer to baccalaureate institutions is related more to the number of high school graduates entering postsecondary education than to total community college enrollment growth.

In addition to state funding considerations, other exogenous determinants of outcomes deserve consideration in both the implementation criteria and the contingent methods. For example, the magnitude and character of unemployment, growth in various sectors of the California economy, the policies of public and private universities with respect to transfer student admission, and student goals and aspirations significantly influence at least one of the Partnership goal outcomes.

- What proportion of the performance improvement commitment is expected if funding for the Partnership, enrollment growth, or inflation falls short of the State's responsibility under the Partnership?

4. **The structure of contingent funding methods and the characteristics of the implementation criteria should provide sufficient certainty so that districts are encouraged to make fundamental and long-term investments with Partnership funds.**

Funds appropriated for the Partnership for Excellence are in the base system budget, but they are not formally part of an individual district's base apportionment and the Education Code anticipates the possibility of redistribution among districts in the event that a contingent funding allocation is implemented. That possibility is intended to provide a powerful incentive to local districts, which have broad flexibility in choosing how to deploy

[3] The Department of Finance forecast assumes a community college participation rate of only 64 per 1,000 California adults, and generates an enrollment increase of 21% between 1997 and 2005. The Chancellor's Office forecast for California Community Colleges 2005, on the other hand, projects total enrollment growth of 31% during that period.

Partnership resources, to work vigorously toward a maximum contribution to achievement of the system goals.

The prospect of redistribution creates significant uncertainty for districts, however, and it creates a severe disincentive to make long-term investments (e.g. hiring permanent faculty or counselors) for which continued funding is not assured. The ambitious goals of the Partnership cannot be achieved using single-shot strategies alone. Achievement of the system goals depends on long-term investment, and the structure and phasing of a contingent funding method should not discourage such a strategy by local districts.

"The prospect of redistribution creates significant uncertainty for districts, and it creates a severe disincentive to make long-term investments."

5. **The scope and severity of fiscal changes under any contingent funding method should be proportionate to the district-level variation in performance and to the level of improvement achieved.**

If the count of districts making satisfactory progress at year three is in the range of 50 to 60, for instance, then the contingent method might best preserve the FTES approach for those districts. Those districts that are not contributing to system progress would be subject to district-specific funding allocations and possibly to other progressive interventions—such as technical assistance—as a condition of continued participation. On the other hand, if most districts are performing satisfactorily but a few districts are making extraordinary contributions to system progress, the contingent method could retain the FTES approach for most districts and provide a supplement to the high-performers.

If most districts are making little or no progress, a broadly district-specific allocation might be appropriate. The point is simply that there must be a relationship between the nature and disaggregated distribution of system progress toward the goals and the ultimate form of the contingent method.

6. **Contingent funding allocation methods should reward real value-added improvements in student outcomes at the margin.**

There are at least two ways in which institutional performance can be assessed with respect to the Partnership goals. The Board of Governors could establish benchmark levels for all colleges; each institution, for instance, might be expected to achieve a 69% successful course completion rate by year three, with funding allocations then modified based upon meeting that standard. Alternatively, the Board could focus on marginal improvements for every college, so that a college moving from 61% to 63%—but still below the statewide target—would be rewarded at least equivalently to a college that moves from 70% to 70.5%.

The latter approach is superior. The Partnership, and the prospect of the contingent funding method in particular, is designed to create a powerful incentive to strengthen performance. To the extent that district-specific funding is allocated, it ought to reward real improvements in outcomes rather than favorable initial circumstances. Otherwise, a district far below the benchmark may determine that significant effort is pointless because the benchmark is unattainable, and a district above the benchmark has no incentive to improve.

7. **Contingent funding allocation methods should avoid distortionary incentives for undesirable behavior such as grade inflation or manipulation of entering class characteristics, enrollment patterns, and curriculum.**

The Academic Senate (1998) has advised that "responsible administrators and faculty will need to incorporate into their educational planning consideration of the 'payoff' earned by different parts of the curriculum," causing a "proliferation of courses and sections with higher percentages of successful completion. . . and/or programs or majors which produce more certificates or degrees" and thus a relaxation of academic standards.

Of course, there is nothing new or distinctive about the potential for unintended negative incentives arising from funding allocation structures. Indeed, any state funding structure creates incentives and disincentives for local colleges. The availability of funds for enrollment growth, for example, might encourage college to relax standards in order to attract more students at the margin; providing funding for colleges on a seemingly simple per-student basis might lead colleges to eliminate relatively high-cost programs, such as nursing.

The fact that academic standards remain demanding and high-cost programs are ubiquitous demonstrates the effectiveness of counterbalancing forces, such as (1) community accountability through locally-elected boards of trustees, (2) external evaluation and review through the accreditation process, (3) tenure and other employment protections, and (4) a high level of professionalism and educational integrity among college faculty and administrators. These forces work to mitigate undesirable incentives throughout the array of funding structures used for community colleges, and there is every reason to believe that they will be equally effective with respect to the outcomes-orientation of the Partnership for Excellence. Nevertheless, the design of the contingent funding methods ought to be sensitive to the potential unintended consequences and incorporate mechanisms to detect and correct such responses to Partnership incentives.

- What mechanisms can the system employ to detect grade inflation, curricular manipulation, and other distortionary behavior?

8. **The contingent funding allocation methods and the implementation criteria should be easily comprehensible in order to minimize administrative complexity and to ensure appropriate accountability for the State's leadership.**

Complex systems tend to collapse under their own weight, and performance budgeting systems are no exception (Mingle, 1997). It is essential that the models, variables, and formulas used in administering the Partnership for Excellence be sufficiently elegant and simple so that they may be widely understood and applied in an effective and equitable manner by the Board of Governors, the Chancellor's Office, and local college trustees, administrators, faculty, staff, and students.

Equally important, a highly elaborated approach, with extensive variables, data requirements, and technical models is unlikely to be embraced by the Governor and the Legislature. If it is to be meaningful and durable, accountability must be comprehensible.

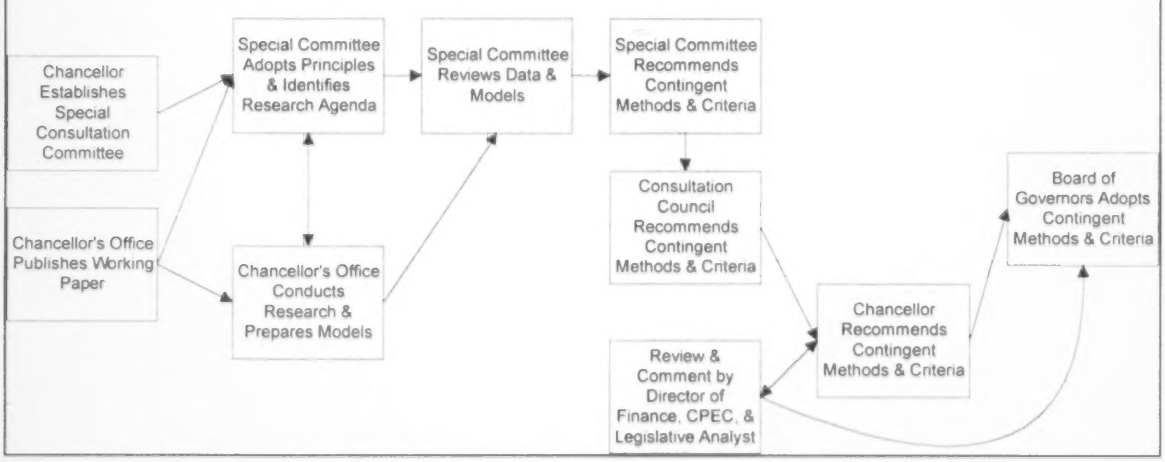
These eight principles represent guideposts for system consideration during development of the contingent methods and implementation criteria. Because it is not possible to simultaneously optimize the policy objectives for all eight principles, and especially the comprehensibility maxim of Principle 8, the system will be called upon to make difficult judgments about the appropriate balance and trade-offs between objectives during the development process.

Process

In March 1999, the Chancellor will establish and appoint a special committee of the Consultation Council to develop recommendations for contingent funding methods and for the criteria that would trigger their implementation. After reviewing this working paper and adopting principles to guide further work, the special committee will work with the Chancellor's Office to identify and conduct a research and modeling agenda. In Fall 1999, the committee will complete its work and forward its recommended contingent funding methods and implementation criteria to the Chancellor and Consultation Council for consideration. The Chancellor will consult with the Council and also seek the concurrence of the Director of Finance, the Legislative Analyst, and the California Postsecondary Education Committee, as prescribed by the Partnership statute. Final consideration of the methods and criteria by the Consultation Council is expected to occur by the Council's January 2000 meeting.

The Chancellor will propose the contingent methods and criteria to the Board of Governors for initial consideration by the Board at its May 2000 meeting and final action at the July 2000 meeting. The implementation criteria will be used by the Board of Governors, upon recommendation by the Chancellor after engaging in consultation, to determine by April 15, 2001, whether to trigger a contingent funding method for the 2001-02 fiscal year.

Figure 4.
Process for Developing
Contingent Funding Methods and Implementation Criteria


Chancellor Establishes Special Consultation Committee
Chancellor's Office Publishes Working Paper
Special Committee Adopts Principles & Identifies Research Agenda
Chancellor's Office Conducts Research & Prepares Models
Special Committee Reviews Data & Models
Special Committee Recommends Contingent Methods & Criteria
Consultation Council Recommends Contingent Methods & Criteria
Review & Comment by Director of Finance, CPEC, & Legislative Analyst
Chancellor Recommends Contingent Methods & Criteria
Board of Governors Adopts Contingent Methods & Criteria

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Appendix: The Education Code

Enacted as part of the 1998-99 State Budget, the following provisions of Section 84754 of the Education Code prescribe the development and implementation of the contingent funding allocation method(s) as part of the Partnership for Excellence:

> (d) (1) The Board of Governors of the California Community Colleges shall also develop, through the consultation process pursuant to Section 70901, one or more contingent funding allocation options, as well as criteria that would require the implementation of these options, that shall link allocation of Partnership for Excellence funds to individual districts to the achievement of an progress toward Partnership for Excellence goals by those individual districts. These contingent funding options may be determined necessary to either improve system performance or to reward significant or sustained achievement.
>
> (2) In developing contingent funding allocation options and criteria for implementation thereof, the Chancellor of the California Community Colleges shall seek the concurrence of the Director of Finance, the Legislative Analyst, and CPEC. These agencies shall each assess the extent to which the contingent allocation options and criteria under consideration by the Board of Governors of the California Community Colleges are clear, reasonable, and adequately meet the state's interest in accountability. On or before April 15, 2000, the chancellor shall propose to the board one or more contingent funding allocation methods and criteria. The board shall consider the comments of the three agencies before approving the criteria and contingent funding allocation options.
>
> (3) The Board of Governors of the California Community Colleges shall have the authority, and shall be accountable, to determine that a funding linkage is needed to adequately improve the performance of the system and its districts and colleges. The board is authorized to allocate all or a portion of Partnership for Excellence funds among districts pursuant to a contingent funding allocation method, as described in this section, commencing in the 2001-02 fiscal year or any fiscal year thereafter as determined necessary by the board. In executing its responsibilities set forth in this subdivision, the board shall engage the consultation process pursuant to Section 70901.
>
> (e) (3) Beginning with the [outcome measures] report due on April 15, 2001, the Board of Governors of the California Community Colleges shall annually assess and report the extent to which achievement of system goals has been satisfactory or less than satisfactory. Based on this assessment and on the criteria adopted as part of the contingent funding allocation plan, the board shall determine, after engaging in the consultation process pursuant to Section 70901, whether or not to implement a contingent funding allocation option described in subdivision (d).

APPENDIX C

Attachment

(from *2005 Funding Scenario*)

Table 1
Factors in Forecasting Model

Assumptions and Other Forecasts

- personal income
- unemployment
- state general fund revenue
- local property taxes
- ada
- adult population
- total population
- california consumer price index
- state and local government purchases index
- student costs (child care, transportation, books, supplies)
- proposition 98 tests
- student academic load

Policy Input

- student enrollment fees
- student financial aid
- community college share of proposition 98
- community college finance cola, growth
- improvement and resource maintenance

Forecast Output

- enrollment
- full-time equivalent students (ftes)
- service levels (enrollment/population)
- revenue
- expenditure need
- difference (gap)

Source: Chancellor's Office, Research and Analysis Unit, April 15, 1997

Attachment

(from *2005 Funding Scenario*)

Table 6
Community College Funding Summary
Scenario "C"

($ in millions, except for $/FTES)

Year	Revenue	%Chg	Fall Enrollment	Apport FTES #	Apport FTES %Chg	$/FTES	%Chg	Improvement %ofTotal*		NEED	EMF revenue less need
1988 - 89	$2,123		1,336,275	812,391		$2,613					
1989 - 90	$2,290	7.9%	1,407,430	858,285	5.6%	$2,668	2.1%				
1990 - 91	$2,419	5.6%	1,505,381	884,932	3.1%	$2,734	2.5%				
1991 - 92	$2,475	2.3%	1,515,261	917,839	3.7%	$2,697	-1.4%				
1992 - 93	$2,415	-2.4%	1,500,393	896,900	-2.3%	$2,693	-0.1%				
1993 - 94	$2,416	0.0%	1,376,565	864,014	-3.7%	$2,796	3.8%				
1994 - 95	$2,711	12.2%	1,357,615	853,712	-1.2%	$3,176	13.6%				
1995 - 96A	$2,969	9.5%	1,338,300	870,357	1.9%	$3,411	7.4%	$63	2.0%		
1996 - 97E	$3,167	6.7%	1,396,434	909,523	4.5%	$3,482	2.1%	$69	2.1%		
1997 - 98B	$3,346	5.7%	1,471,090	941,496	3.5%	$3,556	2.1%	$71	2.0%		
1998 - 99F	$3,531	5.5%	1,531,672	964,954	2.5%	$3,659	2.9%	$74	2.0%		
1999 - 00	$3,707	5.0%	1,589,242	1,001,222	3.8%	$3,769	3.0%	$77	2.0%		
2000 - 01	$3,843	3.7%	1,634,645	1,029,827	2.9%	$3,882	3.0%	$79	2.0%		
2001 - 02	$3,949	2.8%	1,684,126	1,060,999	3.0%	$3,996	3.0%	$82	2.0%		
2002 - 03	$4,088	3.5%	1,737,763	1,094,790	3.2%	$4,118	3.0%	$85	2.0%		
2003 - 04	$4,231	3.5%	1,784,826	1,124,441	2.7%	$4,242	3.0%	$88	2.0%		
2004 - 05	$4,419	4.4%	1,839,606	1,158,953	3.1%	$4,369	3.0%	$93	2.0%		
2005 - 06	$4,659	5.4%	1,900,067	1,197,043	3.3%	$4,500	3.0%				
										$3,601	($71)
										$3,848	($140)
										$4,075	($232)
										$4,321	($372)
										$4,590	($502)
										$4,654	($624)
										$5,152	($733)
										$5,480	($821)

Source: Chancellor's Office, Research and Analysis Unit, April 15, 1997

Notes: A: Actual; E: Estimated; B: Proposed Governor's Budget; F: Forecast.
*One-half of the program improvement is folded into base; other one-half is a one-time expenditure.

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Appendix D

Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06

Statewide Percent Change/Improvement Needed to Achieve Partnership for Excellence Goals by Year 2005-06

Goal	Unit of Measurement	Percent Change
1. Transfer	No. of Transfer Students	
Overall		33.0
UC		33.2
CSU		31.9
Independent		38.0
2. Degrees and Certificates	No. of AA/AS degrees and certificates awarded	
Overall		36.8
AA/AS		36.7
Certificates		37.0
3. Successful Course Completion	Change in Successful Course Completion Rate	
Overall		3.6 (about 2.5 points)
Transfer		3.6 (about 2.5 points)
Vocational Education		3.6 (about 2.8 points)
Basic Skills		3.6 (about 2.2 points)
4. Workforce Preparation	Course Enrollments	
Apprenticeship Voc. Educ.		35.6
Advanced Voc. Educ.		35.6
Introductory Voc. Educ.		35.6
Businesses Benefiting	No. of Businesses	34.6
Employees Benefiting	No. of Trainees	35.0
Individual Fee-Based Training	No. of Trainees	35.0
5. Basic Skills Improvement	Headcount Students	38.9

Appendix E

Partnership for Excellence Report Specifications

The report specifications can be accessed through the Chancellor's Office homepage at
http://www.cccco.edu/cccco/mis/research/pfespec.pdf

PFE
Report Specifications

March 1999

Prepared by the
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INTRODUCTION

This document has been prepared primarily for Managers, Researchers, and Management Information staff at California Community Colleges who may need to duplicate the results of the *Partnership for Excellence* reports in order to aid in the improvement of the performance goals at their respective institutions. It is hoped that by providing the *PFE Report Specifications* and *The FACT Book*, the reporting of data will improve and colleges will utilize these documents to aid them in institutional planning, program review, assessment studies, accreditation as well as improvement of *Partnership for Excellence* goals. *The FACT Book* also contains a history of the definitions, methodology, and persons involved in the process of setting the *Partnership for Excellence* goals.

The actual reports of the district/college specific base data for all of the performance goals are contained in the *The FACT Book* for the three years (1995-96, 1996-97, and 1997-98) preceding the infusion of partnership dollars. This document can be obtained from the Chancellor's Office Policy Analysis and Management Information Services Division and from the Chancellor's Office Website at www.cccco.edu/cccco/psfexe/index.htm.

Throughout the *PFE Report Specifications*, there will be references made to various data elements, which can be found in the Chancellor's Office Management Information System *Data Element Dictionary* (DED). This document can be obtained from the Chancellor's Office Program Support Unit or from the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/ded/ded.htm.

Any comments or questions regarding the contents of this document may be directed to either Tom Nobert (916-327-5904, E-mail: tnobert@cc1.cccco.edu) or Jan Paulson (916-327-5897, E-mail: jpaulson@cc1.cccco.edu).

Transfer Goal

An increase from 69,574 to 92,500 in the number of students who transfer from community colleges to baccalaureate institutions. This performance goal may also be expressed in the form of segmental subgoals: an increase from 10,886 to 14,500 in the number of transfers to UC, an increase from 48,688 to 64,200 in the number of transfers to CSU, and an increase from 10,000 to 13,800 in the number of transfers to independent and out-of-state colleges. Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.

Source of Data

Currently, the Transfer goal in PFE does not use data from COMIS but instead uses the counts reported in the California Postsecondary Education Commission's (CPEC) *Student Profiles* report. This data is obtained by CPEC from CSU and UC with data for the Independents recognized to be incomplete.

The Chancellor's Office has recently undertaken two longitudinal data matching efforts in the transfer area which both use a first time freshman cohort of CCC students and then tracks them into other postsecondary institutions over a period of time. The first tracking project is with both UC and CSU to track cohorts of CCC students into their institutions; the second project is to match CCC students with the National Student Loan Clearinghouse (NSLC) database to track CCC students who transfer to postsecondary institutions nationwide. These two projects are a result of the federal Student Right-to-Know legislation and are in their initial stages. The data obtained from these projects are not used in the PFE counts at the current time. However, the data are reported back to each CCC district through the SRTK project and institutions are encouraged to use this information to aid them in improving upon their Transfer goal.

Domain of Reports

Transfer numbers for the *Student Profiles* report are coded by CSU and UC and sent to CPEC. According to information from the systemwide offices, both UC and CSU code by determining a student's "school of origin". This is done by evaluating the student's transcripts and assigning the school most responsible for making the applicant eligible for admission to their institution. In most cases the highest number of transfer units earned at a particular school will be determined to be the "school of origin" and reported to CPEC annually. The report reflects the number of full-

year transfers for each CCC district and college to the University of California and the California State University.

Community college students who are concurrently enrolled in either a four-year CSU or UC and also enrolled at a California Community College at the same time are not counted as a transfer student. In addition, if a student is UC eligible out of high school and enrolls in summer session at a community college immediately following graduation and prior to their fall attendance at UC, then the student is not considered a transfer student.

Degrees and Certificates Goal

An increase from 80,799 to 110,500 in the number of degrees and certificates awarded. This performance goal may also be expressed as subgoals to achieve an increase from 57,076 to 78,000 in the number of associate degrees awarded and an increase from 23,723 to 32,500 in the number of certificates awarded.

Source of Data

The data for the Degrees and Certificates goal are obtained from COMIS. This data has been collected from college districts since 1992-93. The Chancellor's Office collects the Program Award data for degrees and certificates from CCC districts annually on October 1 for the prior fiscal year ending June 30. The Accountability Unit of the Policy Analysis and MIS Division has been producing a Degree and Certificate publication annually, which is available in hardcopy and on the Chancellor's Office Website at www.cccco.edu/cccco/pad/Pa_reprt.htm.

Domain of Reports

The domain of certificates and degrees used in this report is based on data provided by districts to COMIS for the preceding fiscal year. All certificates and degrees with award dates from July 1 through June 30 of the prior fiscal year are to be reported to COMIS by October 1 annually. The reporting of multiple certificates and degrees awarded to a single student during the fiscal year may occur and consequently would be reflected in the PFE reports.

***Note**: In certain circumstances, dates for certificates and degrees may be submitted to COMIS when the student is no longer enrolled. Such awards should be reported with the term identifier indicating the term in which the reporting occurs (the year with an annual term type [see GI03]), but with the Award Date (SP03) indicating the actual date of the award.*

Currently, colleges are required to report all degrees and certificates of at least 18 units, awarded to students per specifications included in data element SP02 Student-Program-Award. Beginning in the 1999-2000 fiscal year, college districts will be required to report all certificates awarded for as few as 6 units and all noncredit certificates. This is documented in revised data element SP02 (revised November 1, 1998 for implementation due October 1, 2000 for 1999-2000 awards). Refer to DED documents posted to the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/ded/ded.htm.

Specifications for Deriving Counts

The following data elements are collected through COMIS and used to produce the PFE Degree and Certificate multiple-year reports by fiscal year. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SP02 STUDENT-PROGRAM-AWARD
SP03 STUDENT-PROGRAM-AWARD-DATE
GI01 DISTRICT-COLLEGE-IDENTIFIER
GI03 TERM-IDENTIFIER

Current codes reported in SP02 Student Program Award

S = Associate of Science (AS) degree
A = Associate of Arts (AA) degree
L = Certificate requiring 18 to fewer than 30 semester units
T = Certificate requiring 30 to fewer than 60 semester units
F = Certificate requiring 60 or more semester units
O = Other Credit Award, under 6 semester units

All degrees and certificates, EXCEPT those reported with a code of O for Other, reported to COMIS for a fiscal year are summarized in the PFE counts. The counts of awards are reflected in the appropriate fiscal year based on the date reported in SP03. The column labeled "AA/AS" includes all degrees reported in SP02 with a code of S and A. The column labeled "Total Certif" includes all degrees reported in SP02 with a code of L, T, and F.

Successful Course Completion Goal

An increase from 68.1% to 70.6% in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses.

Source of Data

The data for the Successful Course Completion goal are obtained from COMIS. The Chancellor's Office collects Enrollment and Course data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Reports

The following data elements are collected through COMIS and used to produce the PFE Successful Course Completion reports. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SX04	ENROLLMENT-GRADE
CB01	COURSE-DEPARTMENT-NUMBER
CB05	COURSE-TRANSFER-STATUS
CB08	COURSE-BASIC-SKILLS-STATUS
CB09	COURSE-SAM-PRIORITY-CODE

The domain of all records used in the Successful Course Completion goal are Enrollment records where the grade reported in data element SX04 is equal to A, B, C, D, F, CR, NC, I*, MW, and W. If the grade code reported in SX04 is equal to IP, UD, UG, and XX, then those records are not used in any of the counts or calculations reflected in the PFE reports for this goal.

Specifications for Deriving Counts

All enrollment records fitting the criteria described below are aggregated by academic year starting with the summer term and ending with the spring term.

Successful course completion requires an enrollment grade reported in SX04 equal to A, B, C, or CR.

Attempted course enrollment is defined with enrollment grade SX04 equal to A, B, C, D, F, C, CR, NC, I*, W, and MW.

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* Incomplete where "*" indicates the default grade to be received by the student if the incomplete is not completed within one year.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

Transferable is defined as enrollments in courses which are transferable to CSU or UC reported in CB05 with codes equal to A or B.

Vocational Education is defined as enrollments in courses which are Apprenticeship, Advanced Occupational, and Clearly Occupational where CB09 is equal to A, B, or C and transfer status reported in CB05 is equal to a code of C, which is not transferrable.

Basic Skills is defined as either precollegiate basic skills or just basic skills where CB08 equals P or B and the SAM Priority Code reported in CB09 is equal to D or E, which are defined as "possibly occupational" and "non-vocational."

Counts are reported in the subgroup categories of Transfer, Vocational Education, and Basic Skills, which are defined for purposes of this report only, as mutually exclusive. The "All" category includes the subgroups of Transfer, Vocational Education, Basic Skills, and all other enrollments fitting the above criteria for attempted and successful course enrollments.

The counts reflected in the "Vocational" subgroup columns on this report will not match the counts for "Total Vocational" on the Workforce Development Vocational Education goal report because that report includes all transferable and basic skills vocational course enrollments in the "Total Vocational" columns.

The columns labeled "% Success" for each of the subgroups is calculated by dividing the counts in the "Successful" column by the corresponding "Attempted" column and multiplied by 100 to display the percentage.

For Example:

Successful Transfer	% Success Transfer	Attempted Transfer
3,318,669	68.33	4,856,782

3,318,669 / 4,856,782 = 68.33%

Note: *The date listed at the bottom left corner of the report shows the date that the data was extracted from the MIS database to produce the report. Resubmissions of data by a college district after that date will not be reflected in the subject report.*

Workforce Development Vocational Education Goal

(I) An increase from 16,810 to 22,788 in the number of successfully completed Apprenticeship courses; from 242,436 to 329,041 in the number of successfully completed Advanced-level Vocational courses; and from 684,385 to 927,887 in the number of successfully completed Introductory Vocational courses. (II) An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education [**Note**: Base year is Fall 1996.] (III) An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education. (IV) An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training.

Source of Data

The data for increasing successful course completions in vocational courses are obtained from COMIS. The data used for the employer-based (contract education) training were obtained from Ed>Net reports and are not covered in this document.

The Chancellor's Office collects Enrollment and Course data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Reports

The following data elements are collected through COMIS and used to produce the PFE Vocational Education Successful Course Completion reports. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SX04	ENROLLMENT-GRADE
CB01	COURSE-DEPARTMENT-NUMBER
CB09	COURSE-SAM-PRIORITY-CODE

The domain of records used in the Vocational Education goal meet the following criteria:

1. Course records reported with a SAM Code equal to A (Apprenticeship), B (Advanced Occupational) or C (Clearly Occupational—throughout the reports this is referred to as Introductory Vocational) reported in data element CB09 COURSE-SAM-PRIORITY-CODE, and;

2. Corresponding Enrollment records where the grade reported in data element SX04 ENROLLMENT-GRADE is equal to A, B, C, D, F, CR, NC, I*, MW, and W. If the grade code reported in SX04 was equal to IP, UD, UG, and XX, then those records were not used in any of the counts or calculations reflected in the PFE reports for this goal.

Specifications for Deriving Counts

All enrollment records fitting the criteria described below are aggregated by the subgroups Apprenticeship (SAM Code A), Advanced Occupational (SAM Code B), and Clearly Occupational (SAM Code C) for the academic year starting with the summer term and ending with the spring term.

"Successful" course completion requires an enrollment grade reported in SX04 ENROLLMENT-GRADE equal to A, B, C, or CR.

"Attempted" course enrollment is defined with a grade code reported in SX04 equal to A, B, C, D, F, C, CR, NC, I*, W, and MW.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

"Retained" course enrollment is defined as grade codes A, B, C, D, F, CR, NC, or I* reported in SX04.

"Total Vocational" column represents the aggregation of the vocational subgroups A, B, and C.

The counts reflected in the "Total Vocational" columns on this report will not match the counts for the "Vocational" subgroup on the Successful Course Completion goal report because that report excludes all transferable and basic skills vocational course enrollments from the "Vocational" subgroup.

Basic Skills Improvement Goal

An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Source of Data

The data for the Basic Skills Improvement goal are obtained from COMIS. The Chancellor's Office collects Enrollment, Section, Session, Course and Demographic data files from CCC districts 30 days after the end of each term. Refer to the COMIS Data Element Dictionary in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Cohort

The following data elements are collected through COMIS and used to produce the PFE Basic Skills Improvement report. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

CB01	COURSE-DEPARTMENT-NUMBER
CB03	COURSE-PROGRAM-CODE
CB04	COURSE-CREDIT-STATUS
CB08	COURSE-BASIC-SKILLS-STATUS
CB21	COURSE-PRIOR-TO-COLLEGE-LEVEL
STD7	STUDENT-HEADCOUNT-STATUS
SX04	ENROLLMENT-GRADE
SX05	ENROLLMENT-POSITIVE-ATTENDANCE-HOURS
XF07	SESSION-TOTAL-HOURS

The Basic Skills Improvement report for PFE uses a specific cohort of students from the 1995-96 academic year and follows them through the 1997-98 academic year. The students tracked in the cohort are required to fit the following criteria:

1. the student must meet the Full Term Reporting criteria (FTR) for at least one term during the 1995-96 academic year to be considered for the cohort. This is defined in derived data element STD7 STUDENT-HEADCOUNT-STATUS, with codes equal to A, B, C, or F used to meet the Full Term Reporting criteria and;

2. the student had to have enrolled in a basic skills course defined in data element CB08 COURSE-BASIC-SKILLS-STATUS with a code of P or B for precollegiate basic skills or basic skills and;

3. the student had to have enrolled in an English, reading, writing or math course with a TOP Code reported in data element CB03 COURSE-PROGRAM-CODE equal to:

English subgroup of codes

4930.21	Writing
4930.70	Reading Skills
4930.71	Speed Reading
4930.80	English as a Second Language
4930.81	College Level ESL
4930.82	Survival Level ESL
4931.00	Vocational ESL
1501.00	English
1503.00	Comparative Literature
1504.00	Classics
1507.00	Creative Writing

Math subgroup of codes

4930.40	Computational Skills
4930.41	Pre-Algebra (Basic Math/Arithmetic)
4930.42	Algebra, Geometry and Trigonometry
1701.00	Mathematics, General
1701.10	Mathematics, General (Non-majors)
1701.70	Technical Math
1799.00	Other Mathematics

For a complete description of each TOP Code refer to Taxonomy of Programs, Version 5, available on the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/data/top/aboutop.txt

The hardcopy publication is also available from the Curriculum Standards Unit of the Chancellor's Office.

Specifications for Deriving Counts

Once the cohort of students is selected according to the domain criteria defined above, then the students' course taking patterns are tracked through the 1997-98 academic year ending with the Spring 1998 term. Students may stop and start during this period of time and are still tracked as a member of the original cohort.

The course taking patterns of the students are tracked throughout the entire CCC system. If a student qualifies for the cohort at one college and subsequently completes a higher level course at another college, then the student is counted as "improved" in the college where they qualified for the cohort.

Students are categorized into the subgroups of English and Math based on the basic skills course(s) taken in the initial 1995-96 academic year (refer to TOP Code subgroups above under Domain). A student may be placed in both groups. However, if a student enrolled in English, reading, writing, and ESL in the Fall 1995 term, the student will still only be counted once in the "Total English" column on the report. The "Total English" and "Total Math" columns on the report indicate the counts of the subgroups from the cohort set of students. If a student successfully completes numerous higher level courses, the student can only be counted as "Improved" once in each subgroup of Math and/or English.

Subgroups

The subgroups for the improved courses consist of the same TOP Code groupings listed above under the Domain definition.

Subsequent Terms

The initial term is any term within the 1995-96 academic year which qualified the student to be in the cohort per criteria described in Domain section above. The subsequent term is any term after the initial term. The subsequent term does not have to be in the following term but can be in any term after the initial term up through Spring 1998 term.

Successful Course Completion

> *Credit course*: Successfully completing the subsequent course with an enrollment grade reported in SX04 equal to A, B, C, or CR.
>
> *Noncredit course*: Successfully completing the subsequent noncredit course with a minimum attendance of 75%. Minimum attendance is calculated by dividing the student's actual hours of attendance reported in SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS by the total session hours for the course reported in XF07 SESSION-TOTAL-HOURS. This definition is used only for purposes of this report as no other measure of success is reported for noncredit courses.

***Note**: There have been discussions concerning grading noncredit courses on a Pass/Not Pass basis in the future.*

Improved Criteria

For a student to fall into the "Improved" count, the student must successfully complete a course in the same subgroup in a subsequent term which meets one of the following criteria:

- the subsequent course is at a higher skill level as defined in element CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL, using codes A, B, and C with A being the highest code and C being the lowest. If the 1995-96 basic skills course is coded as C (three levels

below transfer level) and the subsequent course is coded as B (two levels below transfer level) within the same subgroup, then the student is counted as improved; or

- the subsequent course is reported with a higher credit code in data element CB04 COURSE-CREDIT-STATUS, which consists of codes D (credit degree applicable), C (credit not degree applicable), and N (noncredit). The level of the codes is N as the lowest, C in the middle and D as the highest. If the initial basic skills course is reported as N (noncredit) and the subsequent course is reported as C (credit not degree applicable) then the student is counted in the improved column.

Report Columns

The "Total" column is the sum of the English and Math subgroups in the cohort.

The "Improved English" and "Improved Math" are the counts of students meeting the improved criteria described above for each subgroup.

The "% Improved" columns are based on the "Improved" column divided by the "Total" column to obtain the percentage.

The "Total Improved" column is the total of both the Math and English improved columns. The same student may be counted twice in this column if they improved in both Math and English.

The "Total Students" column represents all students in the 1995-96 academic year who meet the Full Term Reporting criteria described above in the Domain section.

Note: *The date listed at the bottom left corner of the report shows the date that the data was extracted from the MIS database to produce the report. Resubmissions of data by a college district after that date will not be reflected in the subject report.*

Domain of Next Year's Cohort

It is anticipated that the domain of next year's cohort will follow the same criteria except the 1996-97 academic year will be selected as the starting point and the ending term will be Spring 1999.

TERMINOLOGY AND ABBREVIATIONS

Academic Year	For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term.
CCC	Abbreviation for California Community Colleges.
Cohort	Establishment of a group of records based on a specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years.
COMIS	Abbreviation for Chancellor's Office Management Information System.
CPEC	Abbreviation for California Postsecondary Education Commission.
CSU	Abbreviation for California State University System.
DED	Abbreviation for Data Element Dictionary.
Data Element Dictionary	Dictionary and specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Derived Data Elements	Definition of elements developed by combining source data collected in COMIS.
Domain	The criteria describing the type of records included in a particular report or study.
Fiscal Year	One year, beginning July 1 and ending June 30.
IPEDS	Abbreviation for Integrated Postsecondary Education Data System, a set of reports collected by the federal government.
NSLC	Abbreviation for National Student Loan Clearinghouse.
PFE	Abbreviation for *Partnership for Excellence*.
SAM codes	Codes reflecting the vocational nature of a course, reported in data element CB09.
SRTK	Abbreviation for Student Right-to-Know project administered by the Program Support Unit in the Chancellor's Office.
TOP Codes	Taxonomy of Program codes used for both course content as well as program identification.
UC	Abbreviation for the University of California system.